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ABSTRACT

This workbook was designed to help parents of preschool children take an active role in the education and guidance of their children, particularly in the area of language and vocabulary, social development, and movement. Included are all the sections from the book "Discovering How Children Learn" in addition to parent and child inventories, guidelines for working with children, forms for progress reports, and educational articles. Parent inventories ask parents to report their thoughts and opinions on child-rearing, childhood, and life's goals, and to survey their child's home and community environment. Infant inventories include behavior inventory and a test of the child's skills in individual and social development, language development, and gross and fine movement development. A developmental guide charts the normal progression of gross and fine movement development, sensory and perceptual development, personal and social development, emotional development, and language development from birth to age 3. A section on methods and strategies presents information that includes teaching strategies and how to work with a positive approach. There are forms for progress reports that chart parent and child development, and a checklist for vocabulary development. Appendices include a discussion of mothers, an explanation of the development of speech, ideas on creating learning situations, a list of recommended reading for parents, and a glossary. (SB)

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Parent Involvement in Preschool Education

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PROJECT I.D.E.A. AT HOME

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PARENT INVOLVEMENT

IN

PRESCHOOL EDUCATION

BY

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FOREWORD

Getting mothers and fathers involved in the preschool education of their children may be one of the most important educational moves of this century. In the early years, the essential element in stimulating the intellectual and conceptual development of children is parent involvement. The environment that definitely affects children in all the years of their growth is at home, not at school. Early education and learning processes that are correctly used will build a positive educational foundation for the future. As parenthood education and parent involvement in children's early learning reaches American homes, more parents will know more about children than they ever have before. Once parents understand children's developmental structures and processes, they will be better able to continue the crucial role they play in the lives of children.

The purpose of this book is to offer an opportunity for parents to:

1. Understand themselves and the importance of teaching their children.
2. Learn more about growth and development, especially in the early years.
3. Acquire knowledge and skills for extending the children's learning at home.
4. Learn about the sequential development of skills in movement, language and social behavior.

5. Become a well-informed person in the educational process of their children.

6. Feel more secure and confident as parents.

The material in "Parent Involvement in Preschool Education" includes all of the sections in the book entitled "Discovering How Children Learn." Additional sections in this book are parent and children inventories, guidelines in working with children, evaluation and numerous educational articles for parents.

All phases of this book will direct the parent in providing early language, vocabulary and movement development for their children.

Two other books which clearly support the instructions recommended in this book are "Prescriptive Activities for Infants" and "Children Learn by Doing." "Prescriptive Activities for Infants" has specific activities that give prescribed stimulating emphasis on "learning to learn" a skill. "Children Learn by Doing" is a handbook of 80 inexpensive things children and parents can make together.

The unique feature of all these publications is that they have been tried and found successful in over 300 homes. It is hoped that many more homes and parents will take full advantage of the material in these books to further their children's potential development.

Charles Nagel

Director, Project I.D.E.A. at Home

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section I

INTRODUCTION

I. INTRODUCTION

The first, and one of the best teachers a child will have are his parents. Every home is the first school and every parent is the first teacher. Very few attempts in preschool education have placed the parent in an active role and few give them importance as the main source of information and/or motivation for the infant.

It is now known that 50 percent of mature intelligence is developed by age four and another 30 percent by age eight. It has been stated that a child's brain doubles in size during the six months following birth and doubles again by about four years of age. During this period of rapid growth, small differences in his environment can mean a great deal.

Sequences of activities are described for parents that have been tried and found successful in movement, social and language skills. When these sequences are used by parents in the home, they may be able to avoid some of our current educational problems, such as:

1. Children five years of age who are about one year behind the rest of the children in their kindergarten class in language skills.
2. Children who are a year or more behind must learn twice as fast to catch up and some never do.
3. Non-English speaking children placed in "mentally retarded" classes.
4. Children who do not have an appetite for learning.

In conclusion, a program at home will result in improvement of a child's abilities because of the parent-child combination in the home. Infants who are not talking, walking, recognizing colors, drawing, playing games, singing, dressing, balancing, throwing, copying and many other skills should be helped through parent involvement. The lessons from life are learned early as stated in the following:

CHILDREN LEARN WHAT THEY LIVE

IF a child lives with criticism,
HE learns to condemn.

IF a child lives with hostility,
HE learns to fight.

IF a child lives with ridicule,
HE learns to be shy.

IF a child lives with tolerance,
HE learns to be patient.

IF a child lives with encouragement,
HE will learn confidence.

IF a child lives with praise,
HE will learn to appreciate.

IF a child lives with fairness,
HE will learn justice.

IF a child lives with security,
HE learns to have faith.

IF a child lives with approval,
HE learns to like himself.

IF a child lives with acceptance and friendship,
HE learns to find love in the world.

Dorothy Law Nolte

section II

PARENT INVENTORIES

A. INTRODUCTION
B. YOUR THOUGHTS AND OPINIONS
C. PARENT SELF INVENTORY
D. PARENT REACTION INVENTORY

II. PARENT INVENTORIES

A. INTRODUCTION

SECTION TWO INCLUDES THREE PARTS. THE FIRST PART INCLUDES SOME UNFINISHED STATEMENTS FOR YOUR THOUGHTS AND OPINIONS. THE SECOND PART HAS A PARENT SELF-INVENTORY CONSISTING OF HOME AND COMMUNITY ENVIRONMENT, GROWTH AND DEVELOPMENT AND LIFE'S GOALS. THE THIRD PART IS A PARENT REACTION INVENTORY CONSISTING OF 30 QUESTIONS.

WHEN PARENTS FIRST RECEIVE THIS BOOK, IT IS SUGGESTED THAT BOTH MOTHER AND FATHER MARK THE VARIOUS ITEMS AND QUESTIONS, EITHER SEPARATELY OR TOGETHER. AFTER A PERIOD OF TIME, SUCH AS TWO OR THREE MONTHS, RECHECK TO DETERMINE WHETHER ANY CHANGES HAVE TAKEN PLACE IN THE HOME ENVIRONMENT.

THERE MAY BE SOME DIFFERENCES OF OPINION ON MANY ITEMS AND QUESTIONS, BUT REMEMBER THAT IT IS NOT WRONG TO DISAGREE. DISCUSS THESE DIFFERENCES AND REFER TO THE APPENDICES FOR OTHER OPINIONS.

F. YOUR THOUGHTS AND OPINIONS

The following unfinished statements refer primarily to your current thoughts and opinions. Try to put down your first impressions only.

1. I like children who _____

_____

_____

_____

2. I dislike children who _____

_____

_____

_____

3. When I was a child, I liked grownups who _____

_____

_____

_____

4. The most important thing for a child to learn is _____

_____

_____

_____

5. I wish my parents had _____

_____

_____

_____

C. PARENT SELF-INVENTORY

HOME AND COMMUNITY ENVIRONMENT

1. Which of the following do you have in your home at present?

a. newspaper _____
b. magazines _____
c. dictionary _____
d. record player _____
e. encyclopedia _____
f. books _____
g. television _____
h. radio _____

2. Which of the following children's television shows do you watch most frequently?

a. Captain Kangaroo _____
b. Sesame Street _____
c. Electric Company _____
d. Romper Room _____
e. Zoom _____
f. Others _____

3. What places has the child been to?

a. market _____
b. post office _____
c. playground _____
d. zoo _____
e. school _____
f. bank _____
g. restaurant _____
h. library _____
i. park _____
j. beach _____
k. fire station _____
l. police station _____
m. church _____
n. drug store _____
o. out of town _____
p. Other _____

4. What items are available at home for the child?

a. paste _____
b. paper _____
c. paints _____
d. coloring book _____
e. cut-outs _____
f. blocks _____
g. yarn _____
h. chalk _____
i. ruler _____
j. crayons _____
k. playdough _____
l. scissors _____
m. pencils _____
n. tape _____
o. string _____

5. What health or medical services has your child needed during the past year?

a. baby doctor _____
b. dentist _____
c. eye specialist _____
d. health department clinic _____
e. overnight hospital _____
f. family doctor _____
g. other _____

GROWTH AND DEVELOPMENT

As you read each of the statements below, indicate whether you agree, disagree, or don't know.

	Agree	Disagree	Don't know
1. Children should be allowed to disagree with you.	____	____	____
2. A mother should protect her child from any difficulties.	____	____	____
3. Children will get on your nerves many times.	____	____	____
4. A child should receive strict training.	____	____	____
5. Parents should encourage children to be loyal to them.	____	____	____
6. A child should be taught to avoid fighting.	____	____	____
7. Parents should adjust to children rather than expecting the children to adjust to them.	____	____	____
8. Children should be allowed to talk about their troubles.	____	____	____
9. A mother should know everything her child is thinking.	____	____	____
10. Children would be better behaved if parents showed an interest in their activities.	____	____	____
11. A wise parent will teach a child early who is boss.	____	____	____
12. Mothers receive little gratitude for all they do for their children.	____	____	____

	Agree	Disagree	Don't Know
13. Children who are given firm rules grow up to be the best adults.	____	____	____
14. Mothers can be sweet and even-tempered with their children all day.	____	____	____
15. There is no reason why a child should hit another child.	____	____	____
16. Parents should insist the way their children get ahead is to keep busy and not waste time.	____	____	____
17. There is no reason parents should have their own way all the time, any more than children should have their own way all of the time.	____	____	____
18. If a child has upset feelings, it is best to leave him alone and not make it look serious.	____	____	____
19. A child shouldn't keep important secrets from his parents.	____	____	____
20. A child has a right to his own point of view and should be allowed to say it.	____	____	____

21. Read each of the following statements about you and your child and indicate whether this happens (1) "lots of times" (2) "sometimes" or (3) "hardly ever". Circle the number that best describes your actions.

a. 1 2 3 I say nice things to him.
b. 1 2 3 I yell at him.
c. 1 2 3 I teach him things he wants to learn.
d. 1 2 3 I tell him when he does something I don't like.
e. 1 2 3 I keep after him until he does the thing right.
f. 1 2 3 I spank him.
g. 1 2 3 I read to him.
h. 1 2 3 I play with him.
i. 1 2 3 I tell him stories.

LIFE'S GOALS

1. As an individual, which of the following ways of life are your first, second, third through eight choices? Please place your rating number on the appropriate line.

a. _____ To have lots of education.

b. _____ To achieve things that others cannot.

c. _____ To keep in close contact with God.

d. _____ To have the friendship of many people.

e. _____ To have a good paying job.

f. _____ To have a nice home.

g. _____ To have a lot of time to be with your family.

h. _____ To have good physical health.

If you had $100.00 to do as you please, what would you do with it?

_____

_____

_____

_____

_____

_____

_____

_____

D. PARENT REACTION INVENTORY

INSTRUCTIONS

Please describe as accurately as possible how you react to your child by circling one of the four responses to each of the following questions:

3 Frequently

2 Sometimes

1 Rarely

0 Not At All

Try to give a true response to every item and base your response upon your personal observation and experience. Use a different colored pencil to indicate your reactions if more than one child in your home is participating in the program.

	FRE-QUENTLY	SOME-TIMES	RARELY	NOT AT ALL
1. Are you responsive to the child's needs?	3	2	1	0
2. Do you talk to the child and try to get him to respond?	3	2	1	0
3. Are you involved in doing many things with and for the child?	3	2	1	0
4. Do you scold the child rather harshly?	3	2	1	0
5. Do you express excessive care and concern about the child, his health, his actions, etc.?	3	2	1	0
6. Are you ready for learning sessions?	3	2	1	0
7. Do you have confidence in the child?	3	2	1	0
8. Do you talk to the child about things you do with him, for example: "I am going to change your pants," or "Let's wash your face."	3	2	1	0
9. Do you provide the child with situations for exploration and discovery?	3	2	1	0
10. Do you directly criticize the child and nag him on his faults?	3	2	1	0
11. Are you always trying to "help" the child whether he needs it or not?	3	2	1	0
12. Do you help the child through cooperation and attention?	3	2	1	0
13. Are you pleasant and relaxed with the child?	3	2	1	0

	FRE-QUENTLY	SOME-TIMES	RARELY	NOT AT ALL
14. Do you take time to explain causes to the child, for example: "You can't go out because it is raining."	3	2	1	0
15. Do you allow the child to play freely but check on him occasionally to insure his safety?	3	2	1	0
16. Do you sharply and/or impatiently force the child to do what you want?	3	2	1	0
17. Are you overly concerned about the child's cleanliness, which hampers his play?	3	2	1	0
18. Do you discipline the child in an attempt to be helpful?	3	2	1	0
19. Do you see the child's good points more than his faults?	3	2	1	0
20. Do you read or tell stories or rhymes to the child?	3	2	1	0
21. Do you make additional toys, books, or materials for the child?	3	2	1	0
22. Do you shout at the child or speak to him in an unfriendly voice?	3	2	1	0
23. Do you not allow the child to play with others for fear of harm or illness?	3	2	1	0
24. Do you try to keep noise level down and interference at a minimum during learning sessions?	3	2	1	0
25. When the child comes to show you what he has or what he can do, do you praise and encourage him?	3	2	1	0

	FRE-QUENTLY	SOME-TIMES	RARELY	NOT AT ALL
26. Do you explain to the child what you are doing and why you are doing it?	3	2	1	0
27. Do you provide educational experiences for the child like trips to the store, excursions, etc.?	3	2	1	0
28. Do you spank the child without explaining what he did wrong?	3	2	1	0
29. Do you constantly tell the child not to touch and say "no" to him?	3	2	1	0
30. Do you need help when you are teaching your child?	3	2	1	0

SCORING YOUR RESPONSES

After answering each question, record your score after each number listed on the chart below. A total score of 15 for each category indicates a high degree of involvement. A total score of 0 for one or more categories will indicate a very low degree of involvement in each particular category.

COMPILATION OF RATINGS ON REACTIONS

						TOTAL
1. Positive attitude toward child	1___	7___	13___	19___	25___	
2. Verbal expressiveness with child	2___	8___	14___	20___	26___	
3. Involvement with child	3___	9___	15___	21___	27___	
4. Punishment oriented involvement with child	4___	10___	16___	22___	28___	
5. Over-anxious involvement with child	5___	11___	17___	23___	29___	
6. Cooperation with child	6___	12___	18___	24___	30___	

section III

INFANT INVENTORIES

A. INTRODUCTION
B. INFANT BEHAVIOR INVENTORY
C. DEVELOPMENTAL SEQUENCES FOR INFANTS

III. INFANT INVENTORIES

A. INTRODUCTION

SECTION THREE CONTAINS TWO PARTS FOR PARENTS TO INVENTORY THEIR CHILDREN.

THE FIRST PART CONSISTS OF AN INFANT BEHAVIOR INVENTORY WITH A SCORING SHEET. FOLLOW THE INSTRUCTIONS AS ACCURATELY AS POSSIBLE.

THE SECOND PART CONSISTS OF DEVELOPMENTAL SEQUENCES OF SKILLS ACCORDING TO THE CHILD'S AGE LEVEL. THE DIRECTIONS ARE SPECIFIC IN DETERMINING A CHILD'S DEVELOPMENTAL PROFILE.

IN EACH INVENTORY THE PARENT WILL BE ABLE TO EVALUATE THE CHILD'S CAPABILITIES AND NEEDS.

B. INFANT BEHAVIOR INVENTORY

Rate one or more children in your home by following the instructions below. The 30 statements are arranged to check and double check your opinion five times in each of six different categories. Determine how accurate you are about your child's behavior.

INSTRUCTIONS

Please describe as accurately as possible how your child reacts while you are in the home by circling one of the four responses to each question:

3 Frequently

2 Sometimes

1 Rarely

0 Not at all

Please give a response to every item and base your response upon your personal observation and experience with the child.

	FRE-QUENTLY	SOME-TIMES	RARELY	NOT AT ALL
1. Talks or babbles to you about his toys, clothes, what he is doing, etc.	3	2	1	0
2. Shows a warm or friendly attitude to one who plays with him.	3	2	1	0
3. Gets awkward or uncomfortable when attention is focused on him.	3	2	1	0
4. Likes to feel, smell, taste, pound, squeeze, or in other ways examine new articles and toys.	3	2	1	0
5. Tries hard to properly work a toy or puzzle.	3	2	1	0
6. Is hard to keep up with, he's so swift in getting from place to place.	3	2	1	0
7. Shies away from anything strange or different.	3	2	1	0
8. Responds verbally when you talk to him. He tries to carry on a conversation.	3	2	1	0
9. Shows you what he is doing or making, or the toy he is playing with.	3	2	1	0
10. Is attracted to and examines with interest objects and materials in his environment.	3	2	1	0
11. Gets determined to reach something or accomplish something.	3	2	1	0
12. Is eager and responsive when offered a new toy or interesting object.	3	2	1	0

	FRE-QUENTLY	SOME-TIMES	RARELY	NOT AT ALL
13. Runs from place to place rather than walk.	3	2	1	0
14. Is timid and fearful about climbing, riding a tricycle, etc. Seems overly cautious.	3	2	1	0
15. Uses words or vocalizations to express his desires rather than merely gesturing.	3	2	1	0
16. Curious about noises, voices, and activities. Wants to see what's going on.	3	2	1	0
17. Doesn't give up easily even when he experiences small failures along the way.	3	2	1	0
18. Likes to play tag or other running games.	3	2	1	0
19. Is startled by loud or strange noises.	3	2	1	0
20. Tries to ask questions.	3	2	1	0
21. Looks toward you when you call to him or call his name.	3	2	1	0
22. Tries to do things himself. Does not always ask someone else to do it for him or get something for him.	3	2	1	0
23. Plays well with other children.	3	2	1	0
24. Uses chairs or stools to get what he wants. Doesn't let small obstacles stop him.	3	2	1	0
25. Cries easily if he falls or is hit by another child.	3	2	1	0
26. He initiates communication. Does not just wait for someone else to talk to him.	3	2	1	0

	FRE-QUENTLY	SOME-TIMES	RARELY	NOT AT ALL
27. Directs his attention to a picture or other items upon request.	3	2	1	0
28. Gives much attention to a book, toy, or activity which interests him.	3	2	1	0
29. Is agreeable and accepting of activities that are suggested, i.e., to play with a ball, take a walk, wash up, etc.	3	2	1	0
30. Is jumping, running, or on the move most of the time; can't seem to be still for long.	3	2	1	0

SCORING SHEET FOR INFANTS BEHAVIOR INVENTORY

CHILD'S NAME_____AGE (YEARS, MOS)_____

NAME OF RATER_____DATE RATED_____

SCALE NO.						TOTAL
1. Verbal expressiveness	1___	8___	15___	20___	26___	
2. Social response and contentment	2___	9___	21___	23___	29___	
3. Fearfulness	3___	7___	14___	19___	25___	
4. Interest and curiousity	4___	10___	12___	16___	27___	
5. Perserverance	5___	11___	17___	24___	28___	
6. Activity	6___	13___	18___	22___	30___	

C. DEVELOPMENTAL SEQUENCES FOR INFANTS (D.S.I.)

GENERAL DIRECTIONS FOR TESTING

A pre-test or survey is made at the beginning of the program to determine the developmental profile of the child.

1. Draw a vertical line from top of sheet at the chronological age mark to the same mark at the bottom of each sequential sheet.

2. The items the age line passes through are the first items to be tested.

3. If the child cannot do the lowest test item the age line runs through, have him do the items in the beginning part of the sequence. If the child can do all items, have him go up the sequence to more difficult skills.

4. If the child passes an item, a check mark is drawn at the short line.

5. Upon completion of the test, survey the results in each of the eight sequences to determine the most needed skills in each category.

6. A short line at the bottom of each sequential chart entitled "Percent of Infants Passing" is a sample showing the percentage of children passing the test item as arranged in sequence. On each end three dots extend the line to either 0 to 25% - or - 90 to 100%. Where the vertical line goes through the short horizontal lines, it indicates the percent of children who have passed that test item.

7. Record information on Progress Report for Child, page 78, and list scores in appropriate column.

EXPLANATION OF THE DEVELOPMENTAL SEQUENCES FOR INFANTS

The Developmental Sequences for Infants is a reconstructed instrument to determine the developmental profile of a child age 0 months to sixty months.

There are four categories and two sequences in each category as follows:

CATEGORY I	INDIVIDUAL-SOCIAL Social Sequence (7 test items) Individual Sequence (8 test items)
CATEGORY II	FINE MOVEMENT Writing Sequence (11 test items) Coordination Sequence (8 test items)
CATEGORY III	LANGUAGE Speech Sequence (9 test items) Comprehension Sequence (7 test items)
CATEGORY IV	GROSS MOVEMENT Walking Sequence (9 test items) Balancing Sequence (8 test items)

There are sixty-seven test items in the four categories which were selected from the Denver Developmental Screening Test. These D.D.S.T. items were originally selected from over a dozen infant developmental tests and preschool intelligence tests. It was standardized according to age, occupation and ethnic groups.

Sequential arrangement of the test items according to a specific developmental pattern offers an easy method of measuring and determining the needs of each child. This method quickly indicates the areas of instruction and types of prescriptive activities. The test items require very little equipment and can be easily given by parents or para-professionals.

The test items are written out in question form for the parent to answer or the child to perform. In each item where there is some doubt regarding whether the child can perform the skill, it is suggested that the child be observed doing the skill.

CATEGORY I

INDIVIDUAL-SOCIAL

General Directions for Social Sequence Skills

A. SOCIAL SEQUENCE

1. PLAYS GAMES

   a. Test - Can the child play simple games like pat-a-cake, peek-a-boo, or respond to voice calls?

2. PLAYS BALL WITH ANOTHER PERSON

   a. Test - Can child roll or toss a ball back to another person?

3. MAKES WANTS KNOWN

   a. Test - Can child make wants known by talking, pointing or pulling?

4. PRETENDS DOING HOUSEHOLD CHORES

   a. Test - Can the child imitate you when you do household chores like dusting or sweeping?

5. HELPS AT HOME

   a. Test - Can child help in home by doing simple tasks like fetching objects that are familiar, putting toys away?

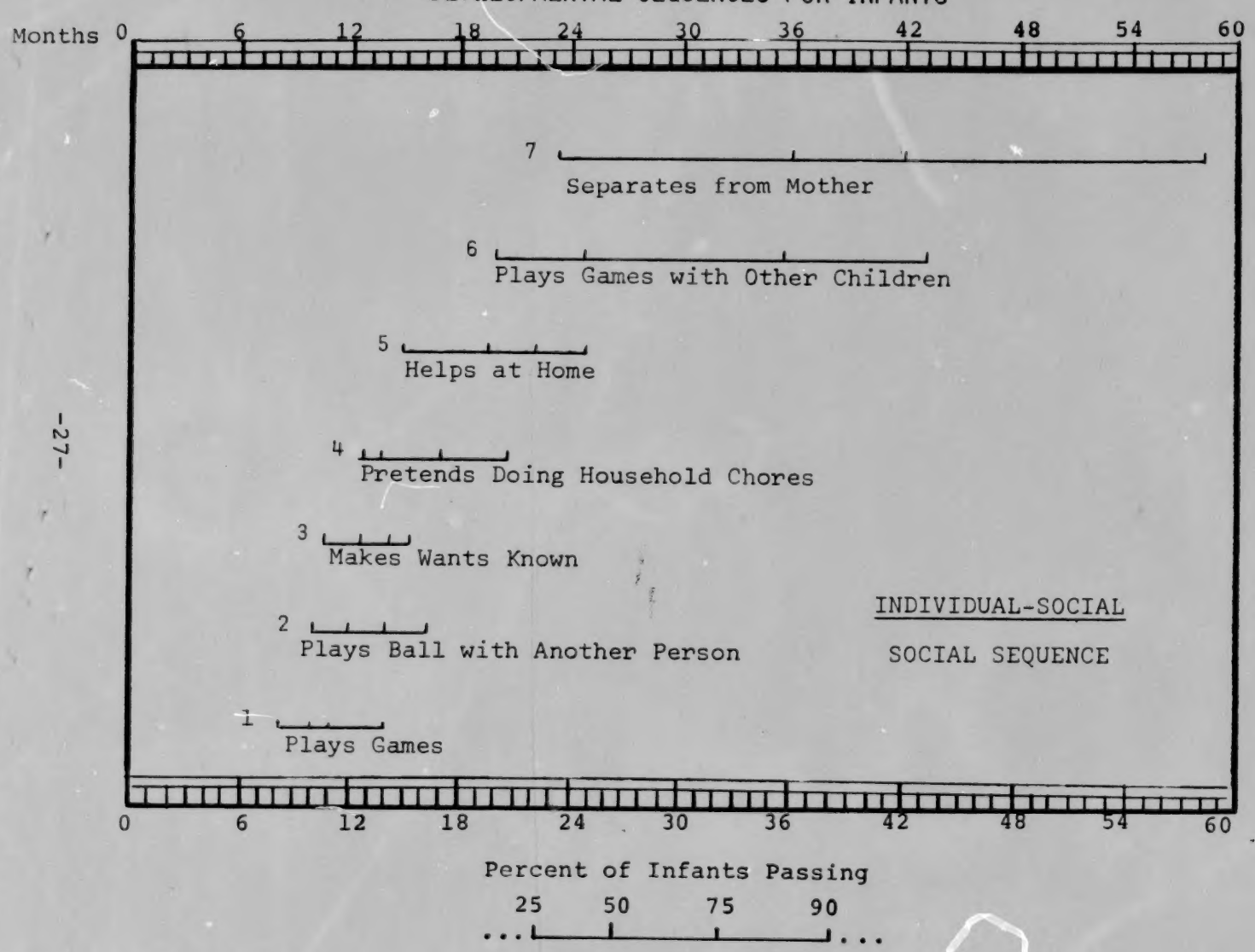
A. SOCIAL SEQUENCE (cont.)

6. PLAYS GAMES WITH OTHER CHILDREN

a. Test - Does child play with other children?

7. SEPARATES FROM MOTHER

a. Test - At the end of the examination (so as not to upset the child for the remainder of the exam), when the examiner is playing with the child, the mother is asked to leave the room for a few minutes, or ask the mother how the child reacts when she leaves him.


DEVELOPMENTAL SEQUENCES FOR INFANTS
Months 0 6 12 18 24 30 36 42 48 54 60
7
Separates from Mother
6
Plays Games with Other Children
5
Helps at Home
4
Pretends Doing Household Chores
3
Makes Wants Known
2
Plays Ball with Another Person
1
Plays Games
INDIVIDUAL-SOCIAL
SOCIAL SEQUENCE
0 6 12 18 24 30 36 42 48 54 60
Percent of Infants Passing
25 50 75 90

CATEGORY I

INDIVIDUAL-SOCIAL

General Directions for Individual Sequence Skills

B. INDIVIDUAL SEQUENCE

1. DRINKS FROM A CUP

   a. Test - Does the child hold a cup or glass by himself and drink from it?

2. FEEDS HIMSELF

   a. Test - Can the child use a spoon to get food to his mouth without spilling too much?

3. TAKES OFF GARMENT

   a. Test - Can child remove any of his clothing or shoes?

4. WASHES AND DRIES HANDS WITHOUT HELP

   a. Test - Can the child wash his hands and dry them without help?

5. PUTS ON GARMENT

   a. Test - Can child put on an article of his own clothing like underpants, socks or shoes?

B. INDIVIDUAL SEQUENCE (cont.)

6. PUTS ON AND TAKES OFF CLOTHES WITH SUPERVISION

   a. Test - Can the child put on and take off his own clothes with some help?

7. BUTTONS UP SHIRT OR SWEATER OR COAT

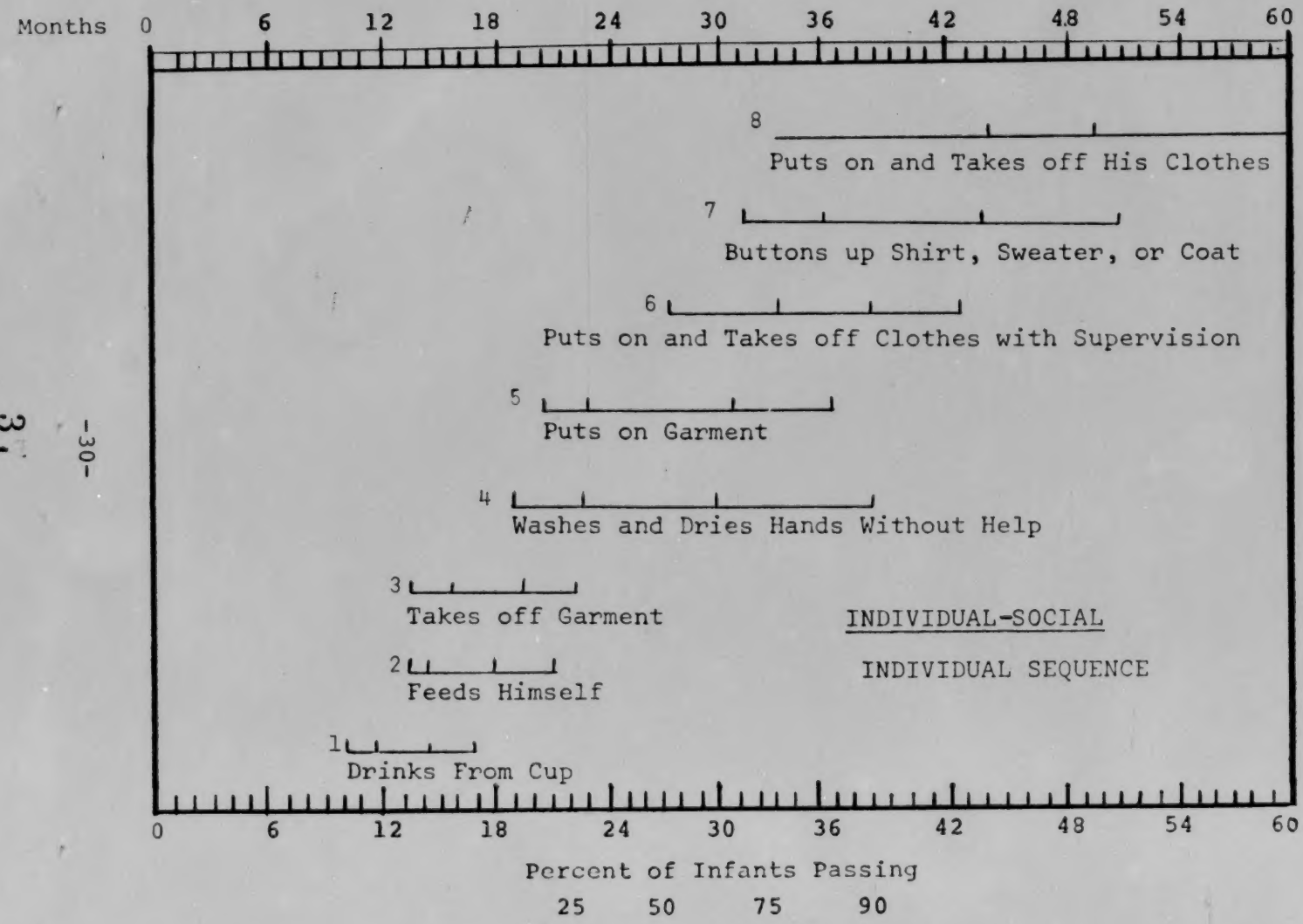
   a. Test - Can the child button various articles of his own clothing?

8. PUTS ON AND TAKES OFF HIS CLOTHES

   a. Test - Can the child dress completely and correctly without supervision except trying to tie his shoe laces?

3.

DEVELOPMENTAL SEQUENCES FOR INFANTS



CATEGORY II

FINE MOVEMENT

General Directions for Writing Sequence Skills

A. WRITING SEQUENCE

1. GRASPS WITH FINGERS

a. Test - Can the child pick up a raisin using any part of the thumb and fingers?

2. GRASPS WITH THUMB AND INDEX FINGER

a. Test - Can the child pick up a raisin using ends of thumb and index finger?

3. SCRIBBLES WITH PAPER AND PENCIL

a. Test - Does the child make any markings of more than one stroke on a piece of paper?

4. MAKES UP AND DOWN LINES

a. Test - Can the child mark a piece of paper with lines of more than one inch long and have these lines almost straight up and down?

5. DRAWS CIRCLE (3 tries)

a. Test - Can the child copy a drawing of a circle like the one drawn by mother or examiner?

A. WRITING SEQUENCE (cont.)

6. POINTS TO LONGER LINE (3 of 3)

   a. Test - Can the child pick the longer line of two lines drawn on a piece of paper?

7. DRAWS + CROSS

   a. Test - After showing the child a picture or drawing of a cross, ask the child to copy it.

8. DRAWS PICTURE OF A BOY OR GIRL (3 parts)

   a. Test - After giving the child a pencil and paper, can he draw a picture of a boy or girl with 3 or more parts to the picture?

9. COPIES SQUARE

   a. Test - After showing the child how to make a picture or drawing of a square, can child make a similar drawing?

10. DRAWS SQUARE

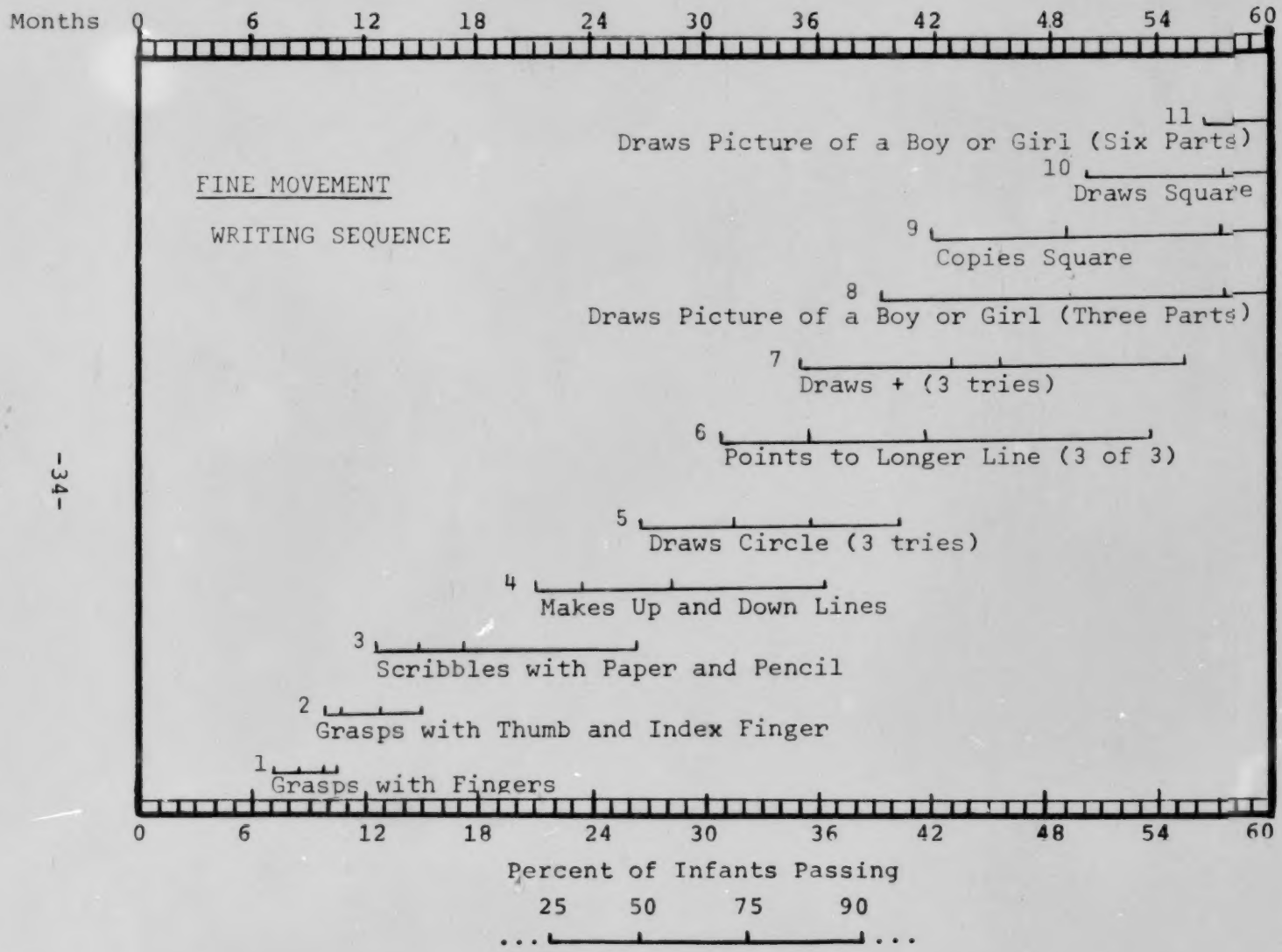
   a. Test - Can the child copy a square from the drawing without demonstration?

A. WRITING SEQUENCE (cont.)

11. DRAWS A PICTURE OF A BOY OR GIRL (6 parts)

a. Test - Can the child draw a picture of a person which includes 6 or more parts?

DEVELOPMENTAL SEQUENCES FOR INFANTS



CATEGORY II

FINE MOVEMENT

General Directions for Coordinating Sequence Skills

B. COORDINATION SEQUENCE

1. HITS 2 CUBES TOGETHER

a. Test - After placing a cube in each hand, can the child hit the blocks together in front of himself?

2. STACKS 2 CUBES

a. Test - After showing the child how to stack blocks, can the child put one block on another without the blocks falling?

3. EMPTIES MATERIAL FROM BOTTLE DEMONSTRATION

a. Test - Can the child dump a raisin (or any other small object) out of the bottle after demonstration?

4. EMPTIES MATERIAL FROM BOTTLE SPONTANEOUSLY

a. Test - Can the child dump the raisins out of a bottle without demonstration?

5. STACKS 4 CUBES

a. Test - Can the child stack 4 blocks on top of one another without making them fall?

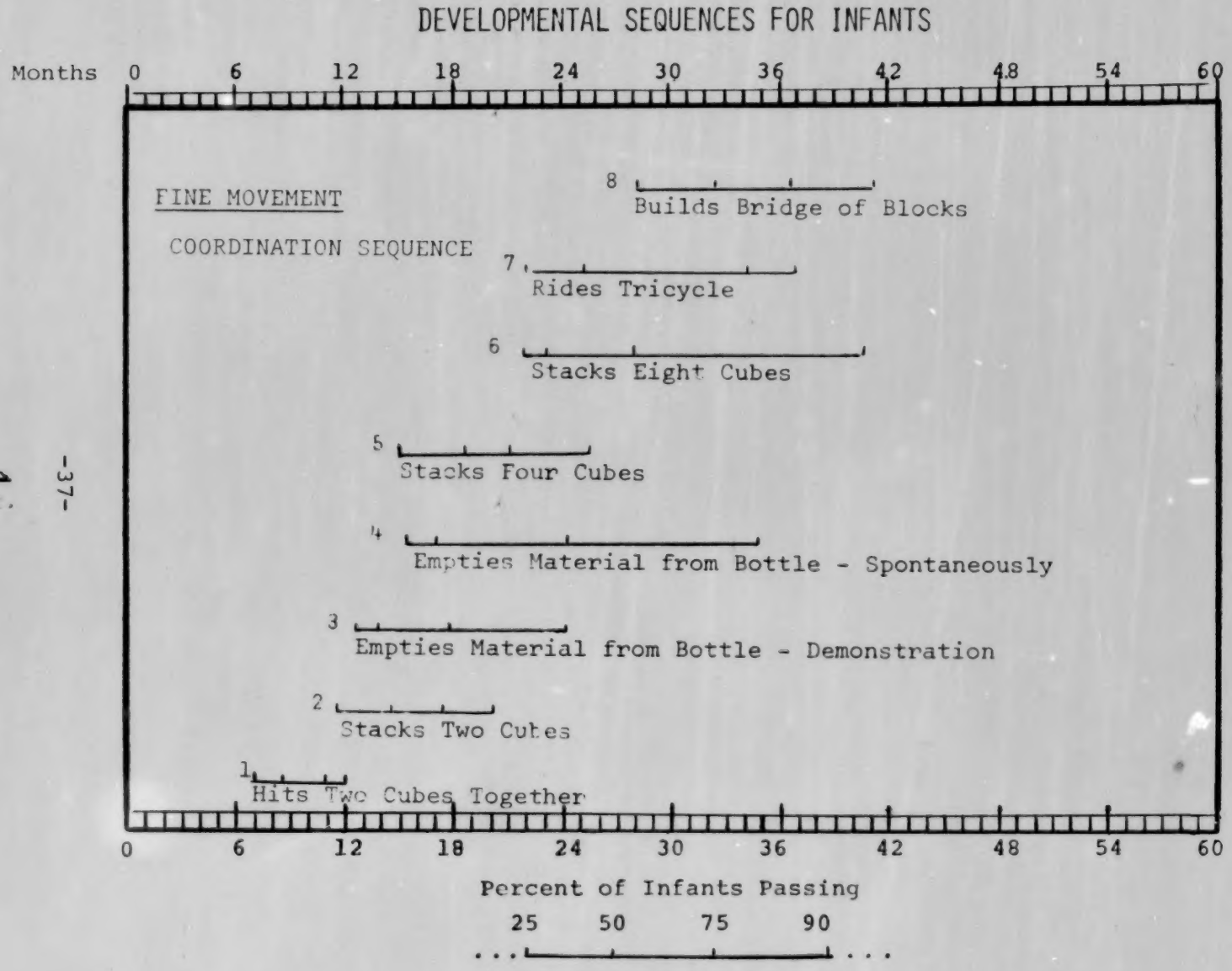
B. COORDINATION SEQUENCE (cont.)

7. RIDES TRICYCLE

a. Test - Can the child pedal 10 feet or more on level ground without too much difficulty?

8. BUILDS BRIDGE OF BLOCKS

a. Test - Can the child copy a block bridge of 3 blocks in front of him?


DEVELOPMENTAL SEQUENCES FOR INFANTS
Months
0
6
12
18
24
30
36
42
48
54
60
FINE MOVEMENT
COORDINATION SEQUENCE
8
Builds Bridge of Blocks
7
Rides Tricycle
6
Stacks Eight Cubes
5
Stacks Four Cubes
4
Empties Material from Bottle - Spontaneously
3
Empties Material from Bottle - Demonstration
2
Stacks Two Cubes
1
Hits Two Cubes Together
Percent of Infants Passing
25
50
75
90

CATEGORY III

LANGUAGE

General Directions for Speech Sequence Skills

A. SPEECH SEQUENCE

1. USES "PA-PA (DA-DA)"

   a. Test - Does the child say da-da or pa-pa or ma-ma and know one from the other?

2. USES 3 OTHER WORDS

   a. Test - Does the child use 3 or more other words that identify objects, persons or actions?

3. COMBINES WORDS

   a. Test - Does the child say 2 or more words such as red ball and want drink?

4. SAYS FIRST NAME

   a. Test - Does the child give his first name when asked?

5. NAMES PICTURES, OBJECTS OR PERSONS

   a. Test - Does the child correctly name one or more pictures of a cat, bird, dog, horse or man?

A. SPEECH SEQUENCE (cont.)

6. USES PLURAL FORM

a. Test - Does the child name fingers, toes, eyes, indicating a use of the plural form?

7. SAYS FIRST AND LAST NAME

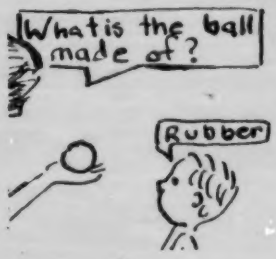
a. Test - Does the child give his first and last name when asked?

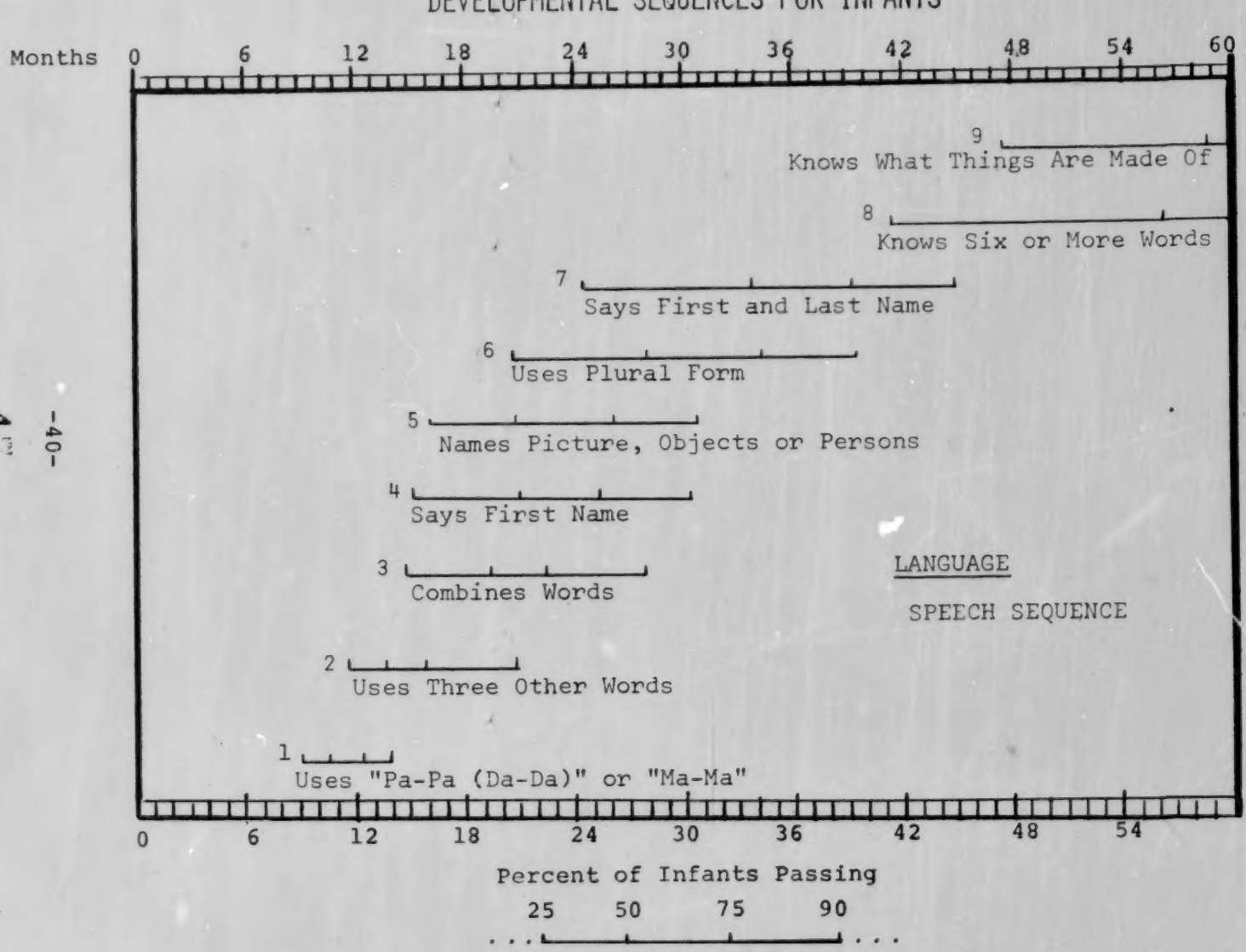
8. KNOWS SIX OR MORE WORDS

a. Test - Does the child define 6 words in terms either of its specific use, structure, composition or classification, e.g., house, a building, to live in, made of wood?

9. KNOWS WHAT THINGS ARE MADE OF

a. Test - Does the child reply that a spoon is made of metal, or plastic; a shoe of leather, rubber or cloth; and a door of wood?




DEVELOPMENTAL SEQUENCES FOR INFANTS
Months
0
6
12
18
24
30
36
42
48
54
60
9
Knows What Things Are Made Of
8
Knows Six or More Words
7
Says First and Last Name
6
Uses Plural Form
5
Names Picture, Objects or Persons
4
Says First Name
3
Combines Words
LANGUAGE
SPEECH SEQUENCE
2
Uses Three Other Words
1
Uses "Pa-Pa (Da-Da)" or "Ma-Ma"
0
6
12
18
24
30
36
42
48
54
Percent of Infants Passing
25
50
75
90

CATEGORY III

LANGUAGE

General Directions for Comprehension Sequence Skills

B. COMPREHENSION SEQUENCE

1. UNDERSTANDS NO

   a. Test - Does the child usually obey when he is told No, Don't or Cannot?

2. POINTS TO BODY PARTS

   a. Test - Does the child correctly point to at least one body part such as eye, nose, foot, etc.?

3. OBEYS DIRECTIONS

   a. Test - Does the child follow 2 out of 3 directions such as, put ball in box, put block on table, give me your shoes, etc.?

4. UNDERSTANDS COLD, TIRED, HUNGRY

   a. Test - Does the child give 2 of 3 responses to questions of cold, tired or hungry?

5. RECOGNIZES COLORS

   a. Test - Does the child, when asked, point to or pick up a red block, a blue block, a green block and then a yellow block?

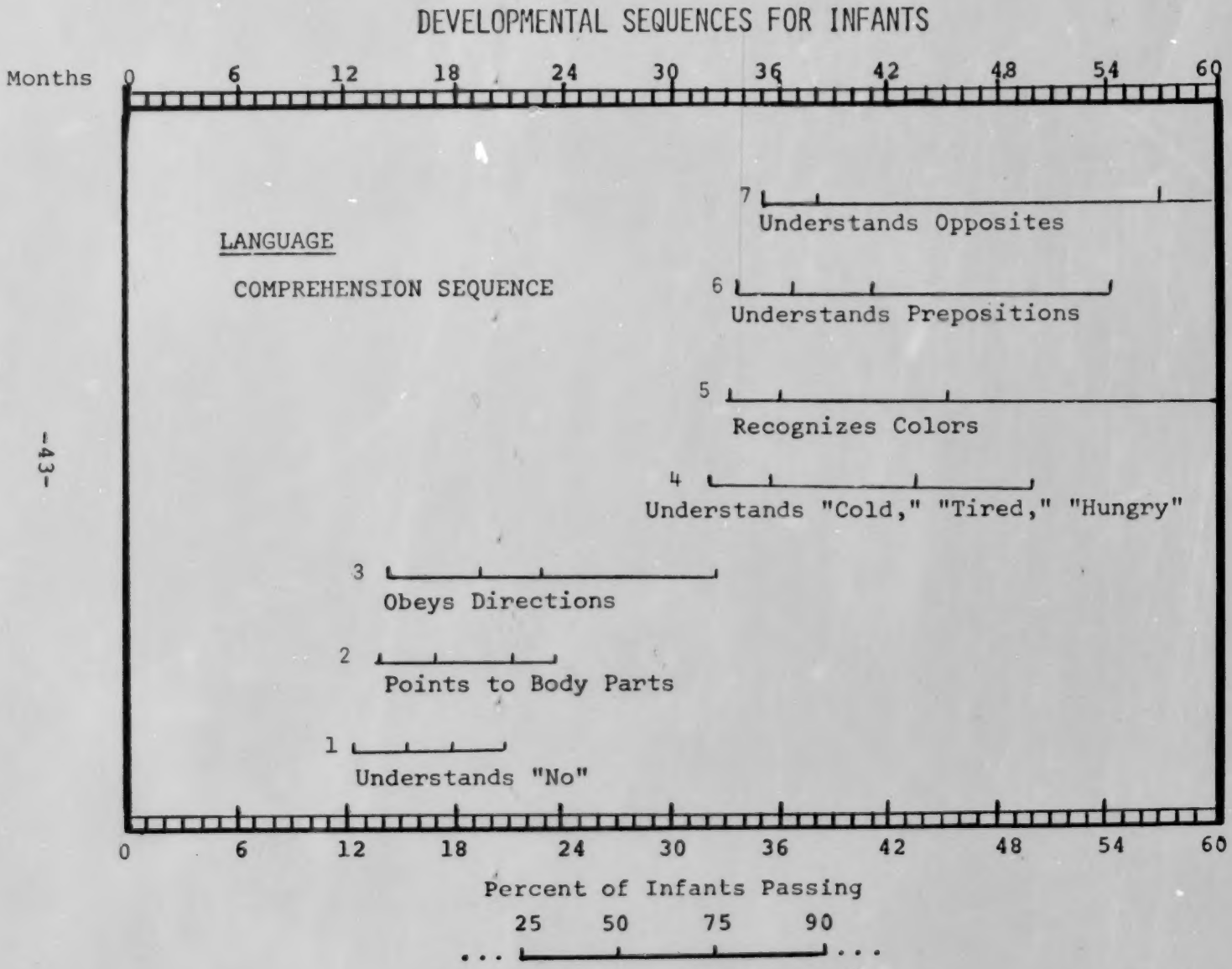
B. COMPREHENSION SEQUENCE (cont.)

6. UNDERSTANDS PREPOSITIONS

a. Test - Does the child when asked, place a block on the table, under, the table, in front of mommy's chair and behind her chair?

7. UNDERSTANDS OPPOSITES

a. Test - Does the child give the correct opposite in 2 of 3 analogies, such as: "Fire is hot, ice is cold;" "a car is small, a bus is big;" "Mama is a woman, Daddy is a man."


DEVELOPMENTAL SEQUENCES FOR INFANTS
Months
0 6 12 18 24 30 36 42 48 54 60
LANGUAGE
COMPREHENSION SEQUENCE
7 Understands Opposites
6 Understands Prepositions
5 Recognizes Colors
4 Understands "Cold," "Tired," "Hungry"
3 Obeys Directions
2 Points to Body Parts
1 Understands "No"
0 6 12 18 24 30 36 42 48 54 60
Percent of Infants Passing
25 50 75 90

CATEGORY IV

GROSS MOVEMENT

General Directions for Walking Sequence Skills

A. WALKING SEQUENCE

1. WALKS HOLDING ON

   a. Test - Does the child hold on to furniture or crib and walk around it while holding on?

2. STANDS ALONE 2-3 SECONDS

   a. Test - Can the child stand alone 2-3 seconds without support?

3. STANDS WITHOUT SUPPORT - 10 SECONDS

   a. Test - Can the child stand 10 or more seconds without support?

4. BENDS OVER AND PICKS UP OBJECT

   a. Test - Can the child bend over, pick up a toy and return to standing position all without support or touching floor?

5. WALKS WITHOUT FALLING

   a. Test - Can the child walk with good balance without falling?

A. WALKING SEQUENCE (cont.)

6. TAKES 2 OR 3 STEPS BACKWARD

   a. Test - Can the child walk backward two or more steps?

7. WALKS UP STEPS WITH SUPPORT

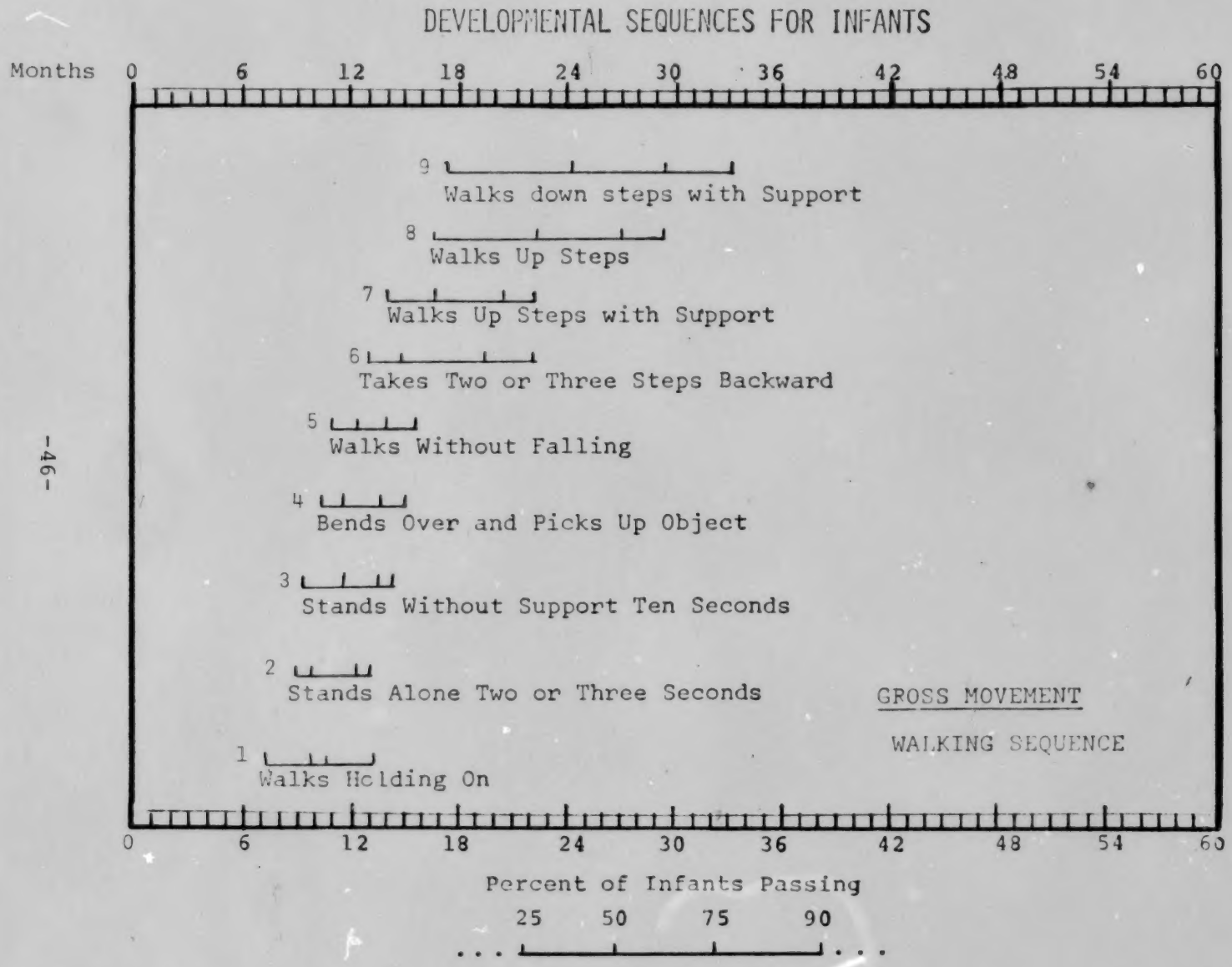
   a. Test - Can the child walk up stairs with support of wall or rail?

8. WALKS UP STEPS

   a. Test - Can the child walk up stairs without support?

9. WALKS DOWN STEPS WITH SUPPORT

   a. Test - Can the child walk down stairs with support of a wall or a rail and some assistance?


DEVELOPMENTAL SEQUENCES FOR INFANTS
Months
0
6
12
18
24
30
36
42
48
54
60
9
Walks down steps with Support
8
Walks Up Steps
7
Walks Up Steps with Support
6
Takes Two or Three Steps Backward
5
Walks Without Falling
4
Bends Over and Picks Up Object
3
Stands Without Support Ten Seconds
2
Stands Alone Two or Three Seconds
1
Walks Holding On
GROSS MOVEMENT
WALKING SEQUENCE
Percent of Infants Passing
25
50
75
90

CATEGORY IV

GROSS MOVEMENT

General Directions for Balancing Sequence Skills

B. BALANCING SEQUENCE

1. JUMPS UPWARD WITH BOTH FEET

   a. Test - While the child is standing, can he jump upward with both feet with support?

2. BALANCES ON ONE FOOT - ONE SECOND

   a. Test - While child is standing ask him to stand on one foot. Demonstrate if necessary. No support is allowed child.

3. JUMPS A SHORT DISTANCE

   a. Test - Can the child jump forward with both feet at least 8 1/2 inches?

4. BALANCES ON ONE FOOT FIVE SECONDS

   a. Test - Can the child balance on one foot over 5 seconds in 2 of 3 trials?

5. HOPS ON ONE FOOT

   a. Test - Can the child hop on one foot 2 or more consecutive times either in place or over a distance?

B. BALANCING SEQUENCE (cont.)

6. BALANCES ON ONE FOOT - 10 SECONDS

a. Test - Can the child balance on one foot over 10 seconds in 2 of 3 trial

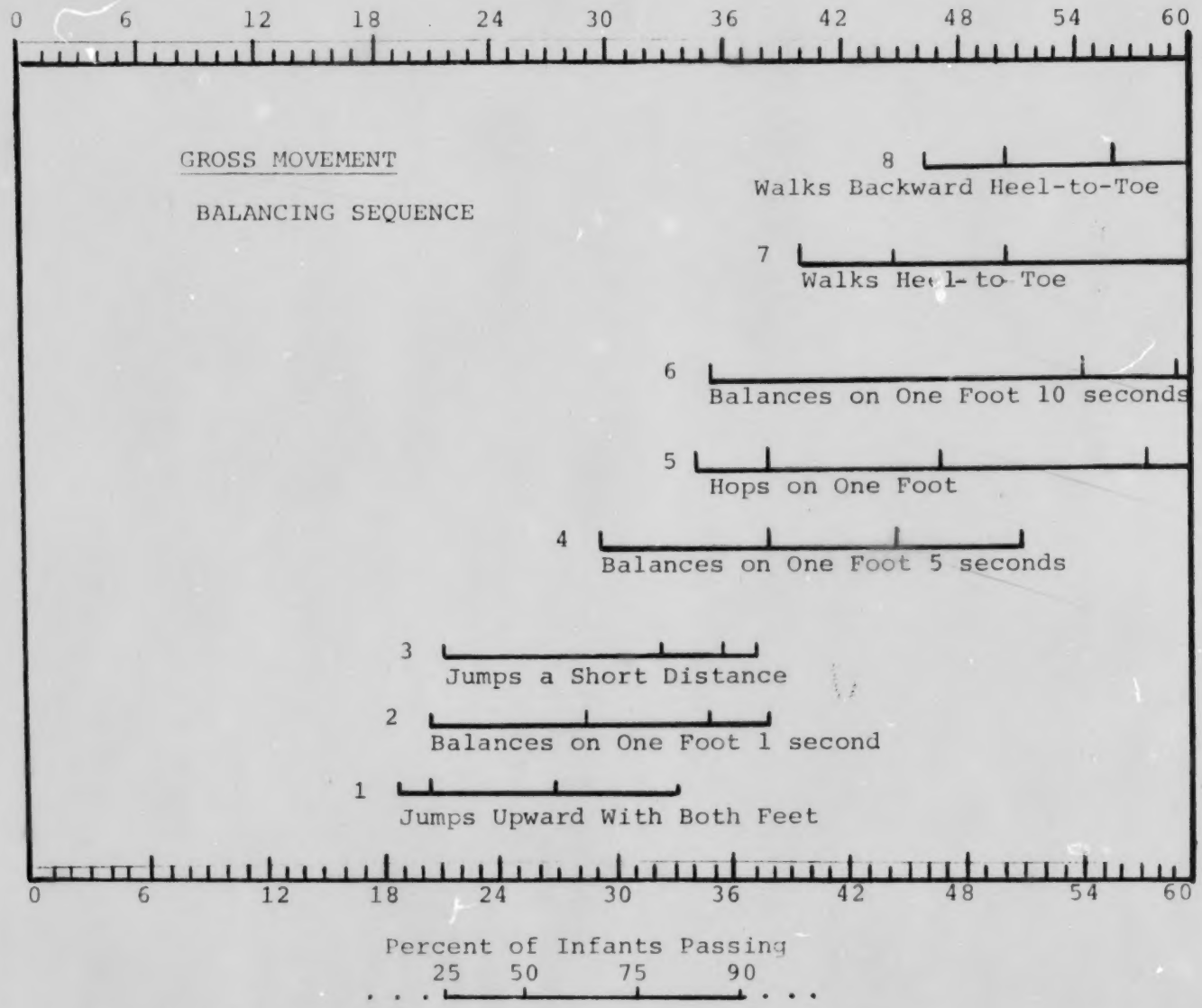
7. WALKS HEEL-TO-TOE

a. Test - Can the child place his heel approximately one inch or less in front of his toe to proceed in a straight line for four or more seconds?

8. WALKS BACKWARD HEEL-TO-TOE

a. Test - Can the child place his toe one inch or less in back of his heel and walk four or more steps backward?

DEVELOPMENTAL SEQUENCES FOR INFANTS



section IV

DEVELOPMENTAL GUIDE

A. INTRODUCTION
B. DEVELOPMENT FROM BIRTH TO 12 MONTHS
C. DEVELOPMENT FROM 12 TO 24 MONTHS
D. DEVELOPMENT FROM 24 TO 36 MONTHS

IV. DEVELOPMENTAL GUIDE

A. INTRODUCTION

SECTION FOUR CONSISTS OF A GUIDE FOR PARENTS WITH VERY YOUNG CHILDREN.

THE THREE CHRONOLOGICAL STAGES GIVE PARTIAL EMPHASIS TO FIVE MAJOR DEVELOPMENTAL CATEGORIES: GROSS AND FINE MOVEMENT, SENSORY AND PERCEPTUAL, PERSONAL-SOCIAL, EMOTIONAL AND LANGUAGE. PARENTS WILL HAVE TO TAKE INTO CONSIDERATION DIFFERENCES OF GROWTH AND DEVELOPMENT OF EACH CHILD THEY HAVE, HELPING THEM WITH CERTAIN SKILLS, MOTIVATING ACHIEVEMENT, AND BEING AWARE OF THEIR NEEDS.

BY USING THIS GUIDE TO CROSS-CHECK THE INVENTORY OF YOUR CHILD, YOU WILL BE ABLE TO DECIDE WHETHER HE IS BELOW OR ABOVE EXPECTATIONS.

DEVELOPMENTAL GUIDE

FOR

THREE CHRONOLOGICAL STAGES OF INFANTS (0-3)

The following charts are to be used as a guide for parents. Emphases are placed on the physical, social and emotional development of infants within the ages of birth to 36 months. The varieties of behavior among infants at any stage are most noticeable and sequences vary with individual infants.

DEVELOPMENT FROM BIRTH TO 12 MONTHS

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Adjusts position in crib, lifts head. Adapts posture on the lap for comfort. Turns to facilitate vision, hearing. Lifts chest with support of forearms and/or hands Uses motor exploration, discovery.	Remembers environment, attentive looking. Adapts to space and objects by vision, visually explores and familiarization. Recognizes objects, discriminates, selects. Develops concepts of familiar object constancy.	Develops attention toward certain persons, mother, etc. Maintains attention to mother, visual pursuit. Smiles socially. Receives and shows pleasure in mother. Differentiates mother.	Differentiates cry. Frowns. Smiles. Laughs. Shows delight. Shows separation anxiety. Masters separation anxiety. Evokes response by active, affective expression.	Vocalizes. Develops syllables. Associates "ba" with bottle, etc. Turns to voices. Imitates speech sounds. Vocalizes to get play, comfort, help. Engages in baby talk.

DEVELOPMENT FROM BIRTH TO 12 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Throws away and retrieves, loses, finds, searches. Reaches for, manipulates, throws. Practices motor skills, sits, pivots, rolls, pulls self up. Creeps. Stands, steps with support.	Explores by hand, feeling, tracing, experimenting with objects.	Shows anxiety at strangers. Differentiates responses to different persons.	Expresses aggression to objects through hands and body, controls aggression.	Differentiates expressive vocalization.

DEVELOPMENT FROM 12 TO 24 MONTHS

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Develops smoother locomotion. Begins to run, climb. Bounces on sofa, slides off. Tries to walk backward. Gets on top of or under tables, desks, beds, climbs on kitchen table. Pulls wagon, carries toys and "loot" from one place to another. Blows bubbles under water. Tries two-legged jump, somersaults	Plays contentedly with toys for thirty minutes or more. Experiments with things that make noises, sounds. Extends range of exploring, empties kitchen cupboards, pokes into shelves and drawers, pulls out pots and pans puts small things into bigger things. Tears paper, magazines. Body sensitivity increases, abdomen more sensitive. Learns to avoid bumps.	Plays at brushing hair. Pulls off shoes, socks; tries to put on shirt, sweater. Explores mother's hair, earrings, glasses. May be shy and curious, yet interested at the same time; turns partly away. May stare at strangers. Plays "peek-a-boo." Begins to feed self, then wipes face. Is pleased with image in mirror.	Teases, pretending to do the forbidden. Has transitional object: dolls, blankets, etc. Develops triumph, delight, pride in achievement, skills and in making things happen. May protest, cry in sharp anger or rage when frustrated. Delights in newness, discovery. Has many expressions, much affection. Manipulates situation by emotional display.	Responds to verbal signals. Uses verbal play. Uses different words. Names pictures. Expresses wants. Follows verbal cues. May increase vocabulary rapidly. May ask "What's that?" frequently. Responds to picture book game with mother's asking or showing. Uses words or phrases plus gestures to summon adults, and wants to communicate.

DEVELOPMENT FROM 12 TO 24 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Rides and steers tricycle. Digs, fills pails pots or bottles with sand, seeds, pebbles. Dumps out sand Plays on musical toys. Piles and knocks down blocks. Leafs through mailorder catalogs. Arranges graduated rings. Returns ball thrown. Gives doll or teddy bear rides. Carries several objects at one time.	Learns to master many aspects of the environment through observation, exploring, trial-and-error testing, problem solving. Enjoys rough-housing, tossing games, being thrown on the bed etc. Loves to splash in water and explore sensations of water contact. Struggles to master obstacles.	Has wide range of adult-child interaction. Develops acute sense of autonomy: "Do it myself!" Tries to bathe self. Pats and hugs dog or cat. Punches, slaps, knocks down intruding younger children. Shows interest in persons. Imitates mother, dresses up, copies posture. Controls others, gives orders. Tests, opposes, resists adults when forced.	May still have intense separation anxiety, followed by angry withdrawal at mother's return. Retains impulse in response to "No!" May cry or withdraw from strangers if parents are present. Runs to be picked up, cuddled; grabs mother's or father's leg in hug. Is affectionate, likes hugs, kisses, cuddling; begins to give love. May show humor.	Listens to simple stories. Imitates animal sounds and car noises. Hums, may sing. Understands far more words and ideas than he can express. Knows own body parts. Talks with toy telephone. Follows simple directions. Begins to understand plurals.

DEVELOPMENT FROM 12 TO 24 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Likes to open and close doors. Combines toys in play. Wants variety, enjoys walk.		Makes selections, has preferences. Begins to clean up own mess. At times may insist on privacy. "Helps" mother sweep and dust. Becomes possessive, makes a house or a special place for own toys.	Resents pressure, constriction, training. Has intense positive and negative affects. Sense of self has become intense.	

DEVELOPMENT FROM 24 TO 36 MONTHS

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Has great interest in faucets, light switches, door knobs, keys, latches and toys that turn and move. Hammers pegboards energetically. Fits puzzles, takes apart, puts parts together. Likes means-ends activity-moving stool or box to climb to higher objects; explores heights. Expands motor interests. Is short-stepped; gain constrained. Has difficulty in achieving a circle.	Is more choosy, has favorite toys. Still touches and explores objects. Mimics living things. Likes to watch distant objects, planes flying overhead, birds. Creates dramatic play with simple plots. Associates persons with their accustomed places, roles; is surprised to see them in different places. Lays blocks in a row; works at problem of bridging.	Shows mother, father achievements. Explores clothes, jewelry of adults. Runs errands for mother (gets mop, etc.). Likes to investigate his peers; pokes, pats, hits. Stares, watches others play. Engages in solitary and parallel play. Is gradually able to let mother leave without distress. Decides between independence and interaction with others.	Is less disagreeable. Modulates beaming smiles; whimpers or whines. Wants goodnight kiss. Has periods of upheaval temper tantrums. Shows increasing humor at surprises, harmless accidents, animal actions, tricks, mistakes; imitate adults. May be tender or aggressive in turn to smaller babies. Needs and seeks variety.	Has concepts, still general. Sings songs. Uses phrases, simple sentences. Counts: "One," "two." Enjoys rhymes, chants. Understands and uses abstract words like "high," "far," "heavy," "later." Understands and uses texture words: "soft," "hard," etc. Talks about events. Recognizes songs and tunes.

DEVELOPMENT FROM 24 TO 36 MONTHS (cont.)

Gross and Fine Movement Development	Sensory and Perceptual Development	Personal and Social Development	Emotional Development	Language Development
Begins to master slide, swing. Marches, claps to music. Experiments with motor patterns. Tries to turn and twirl or walk on tiptoe. May use both hands at once; fingers still work together. Walks backward, heel-toe. Draws, scribbles with crayons.	Enjoys roughhouse with father, piggy back rides, marching games.	Tries to dress self, works snaps, zippers; may be very persistent. Shows off new clothes, shoes. Pulls at, tugs clothes to get undressed. Plays out own daily routines, his intimate experiences. Plays with dolls increasingly.	Resists suggestions at time, accepts at other times. Acts on choices; performs preparatory steps to carry out a plan. May still cling to transitional objects.	Knows names of neighbors and where they live. Uses verbal associations with pictures. Identifies places where things and people belong. Distinguishes prepositions. Comprehends some opposite analogies. Gives first and last names.

section V

METHODS AND STRATEGIES

A. INTRODUCTION
B. HAVE A POSITIVE APPROACH
C. GUIDELINES IN WORKING WITH CHILDREN
D. READING TIPS FOR PARENTS
E. VALUES OF BASIC SKILLS
F. TEACHING STRATEGIES

V. METHODS AND STRATEGIES

A. INTRODUCTION

THE AMOUNT OF TIME AND EFFORT PARENTS SPEND WITH A CHILD IS NOT AS IMPORTANT AS THE QUALITY OF WORK DONE. LEARNING TO "TEACH" INFANTS OR YOUNG CHILDREN CAN BE EASILY ACCOMPLISHED PROVIDED CERTAIN WAYS ARE USED CONSISTENTLY.

HAVING INVENTORIED A CHILD FOR BEHAVIOR AND DEVELOPMENTAL SKILLS, THE PARENT WILL KNOW WHAT TO "TEACH." THIS SECTION GIVES MANY SUGGESTIONS ON HOW TO PROCEED:

1. Read carefully "Have A Positive Approach" and the "Guidelines in Working With Children."
2. Read aloud and talk with your child about things he likes.
3. Study the "Values of Basic Skills."
4. Learn about "Teaching Strategies" in the four areas of a child's program.

B. HAVE A POSITIVE APPROACH

The purpose of home education is to aid the child in obtaining a positive outlook for learning and living. A child who experiences early success will want to continue learning. On the other hand, the child who fails repeatedly will stop trying new things. He will be afraid of another failure.

Parents can help their children want to learn by providing them with successful beginnings. Praise the child and mean it when he does something correctly. Tell him how pleased you are about his help. Everyone likes to have his ego built up.

Always begin with an easy activity that you know your child will be able to do well. After your child has experienced success, then move on to something harder. A child who can't make circles can't be expected to draw a six-part man or a dog.

When speaking to your child, make sure he knows what you want. Instead of telling him, "Don't write on the wall," try saying, "We use crayons on paper, always draw on paper." Rather than saying, "No, don't throw sand!" tell him to keep the sand on the ground. Tell him some things he can do with sand. (Example: build houses, roads and make a cake.)

By building up his good points, the child will see himself in a positive light -- and that <u>is</u> what is most important.

C. GUIDELINES IN WORKING WITH CHILDREN

Teach the child real things. If you take time to show him how to handle materials and equipment carefully, he will be capable of far more than you realize.

When you want to teach a child a new [illegible]vity or skill, plan it out first as a teaching exercise. Break it down into small, precise steps such as:

1. Is the child interested in the activity and why?
2. Besides verbal directions, what other activity helped in learning to learn?
3. Did you select specific objectives you want the child to learn?

When teaching a very young child, slow down your movements. Use as few words as possible. Let your movements guide the child's eyes to what he is to learn. (For example, in teaching a child how to use scissors, show him how to pick them up safely, to hand them to someone else, and to cut a straight line, thinner lines, curves and angles, and finally on pictures.)

The purpose of this type of teaching is not to direct every move the child makes or to enforce your methods on him. It is merely to give him a successful way of doing something he wants to do urgently at this stage in his life. He can do it in other ways if he wishes, but at least he will know one sure way that he can count on.

"Develop the art of letting the child do a task for himself." "Any unnecessary aid is a hindrance to learning."

Give the child enough time to do a task without hurrying. He usually works at a slower, more deliberate speed than an adult, and needs to repeat activities often, even after he appears to have mastered them.

Don't insist that the child try a new activity until you have motivated his interest. Don't always make him stick at a learning task when he strongly objects.

A child's responses and interests are the best guide adults have as to the level of readiness for learning. This technique is the parent's best protection against undesirable pressuring and pushing.

Make discipline interesting whenever you can. Say "See how quietly you can close the door." Or, "See if you can spread the paint all the way to the edge of the paper."

Allow the child the feeling of satisfaction of having done a job all by himself. Don't do over any activity that he has done while he is watching. If he is not succeeding and is becoming frustrated, instead of continuing his efforts, suggest a more simple, but related, game or project that will help him acquire the necessary skills.

Whenever you can, protect the child from interruptions while he is concentrating on any activity, even if it seems pointless and repetitious to you. His learning is work of

the highest importance and you should have respect for him and what he is trying to do. It will be much easier for you to teach him respect for others and their work.

D. READING TIPS FOR PARENTS

At six months of age, the child's basic language foundation begins to emerge as his powers of attention and concentration begin to develop. Parents enrich, prepare, deepen, enhance and expand the world of books and reading at home. THERE IS REALLY NO EFFECTIVE SUBSTITUTE FOR READING A STORY.

1. From the earliest, a child should be "read to." Even before he understands the words, he will derive joy from the personal attention and the sounds of your voices.

2. Reading aloud is a very personal experience. Sitting together in a big chair, helping turn pages, pointing out details in the illustrated picture books is time consuming for a busy parent, but it brings results. You don't have to read every day or for very long.

3. You will soon discover a difference in artistic taste. The illustrations may be more meaningful to the child than to you.

4. Parents who find it difficult to read can make up stories about the pictures in the book.

5. Parents must not push or create undue stress for their child as he enters the world of books. A reverence for books should be taught concurrently with the toddler stage.

6. Try not to rush. Take time to examine the pictures together. Have him sit on your left side and show him how to turn pages carefully as you read aloud to him. Cardboard books help make it easier for little fingers.

7. In every phase and at every reading stage, stress the fun and enjoyment of reading.

8. Don't be too ambitious about pushing your child ahead, you may only end up creating frustrations.

9. The child will discover shapes, sizes, colors and words as you read together.

E. VALUES OF BASIC SKILLS

1. INDIVIDUAL-SOCIAL SKILLS

a. If parents provide attention and a rewarding presence, their children will learn to like being with other people.

b. An environment which provides the opportunity for lots of hearing and doing will greatly benefit a child's social development.

c. When parents provide a social example which is warm, firm, and consistent, the child has a better chance to develop a positive self-image.

d. By exploring different roles (fireman, nurse, teacher) a child expresses himself and gets a deeper understanding of himself.

e. Responsibility in the home gives a child a sense of worth and value. It makes him feel needed and it gives him a place in the family unit.

f. Playing with other children helps a child to learn cooperation.

g. When a child learns to do things for himself he feels pride. Being able to help himself makes him feel good about himself.

h. When a child joins a group in playing and taking turns, or when he plays alone, he is learning to find answers and overcome conflicts, anxieties, fears and confusion.

2. FINE MOVEMENT SKILLS

a. Every child has a desire to create and to express himself. Art gives them this opportunity to express themselves and to explore their own minds.

b. Art helps the child develop his own ideas. He can discover on his own new and unexpected relationships. By building and drawing he can learn to solve problems on his own.

c. Babies learn by shaking, grabbing, twisting, and dropping objects. The only way they can learn at that age is through testing and observing what happens. When they do this often enough they reach conclusions. This is creative learning.

d. Self-expression (with pencil, paints, blocks, clay) helps a child to develop those qualities of personality which make him different from anyone else.

e. Art offers freedom which lets the child react and show how he feels and thinks. It allows for personal, creative expression.

f. Touching and feeling offer awareness of different textures, weights, and temperatures. Feeling is a means of discovery about the world around us.

g. Building with blocks helps a child test and learn the limits of a situation. It also helps him to learn to control his movements, and to use his imagination.

3. LANGUAGE SKILLS

a. In order to think and develop ideas we must have words and be able to put them together to form thoughts. We also need words to communicate our thoughts to someone else.

b. Talking to a child and reading to him offer him practice in the complicated process of developing speech.

c. Babbling and gurgling give a baby practice at making sounds which make up language and give his speech muscles exercise. He enjoys listening to his voice because it gives him a sense of achievement.

d. The amount of oral self-expression a child gets may make the important difference between later success or failure in school and in life.

e. Children learn speech through imitating their mother, father, and others who are around them often. If the models they have are correct, clear, frequent, and slow, they will learn to speak correctly and will enjoy speaking.

f. Talking helps a child to become aware of himself.

g. Excursions, trips, new experiences and "pretending" all provide the opportunity for new language and concept development.

h. Listening to what your child has to say and answering his questions will encourage him to speak more. When he learns that he is an object of interest and pride he begins to feel that he is a worthwhile person. He grows to have positive attitudes and he is happy.

i. Learning his own name helps a child realize he is a separate and important person. It helps establish self-confidence.

j. Language leads to revelation of feelings and emotions. When a child can express his feelings it gives him release from emotional tension. This aids in personal and social adjustment.

k. Language gives a child the tools for developing a satisfying self-image.

4. GROSS MOVEMENT SKILLS

a. Movement offers exercise needed to maintain good muscle tone which is needed for good posture and good health.

b. Exercise can prevent the development of some heart problems which may occur.

c. Physical development is closely related to social, emotional, and intellectual development.

d. Crawling and balancing help develop parts of the brain which will be used later in reading.

e. Physical activities provide opportunities for children to express themselves.

f. Rhythmics give the opportunity for exercise and muscle control, and also are an outlet for creative expression. A child can express his ideas, feelings, and imagination through rhythmic movement. Music of different speeds and sounds help him to find rhythmic and creative movement.

g. Rhythms teach body manipulation and coordination.

F. TEACHING STRATEGIES

1. INDIVIDUAL-SOCIAL STRATEGIES

a. Play children's music records as a good way to create moods for relaxing, games, reading and many other activities. Play records for background music whenever possible.

b. When learning and playing games, let other children in the family encourage the child to try new things. A child will want to try and imitate another child more than an adult or tutor.

c. Children will touch, taste, smell and see for themselves if given time to do so. Too often adults do too much telling, directing and demanding. Children will often think things out for themselves.

d. Children need much praise and encouragement whenever they try to help themselves or others. Statements such as "Look what you have done all by yourself", or, "You are a big boy," will make them feel successful.

e. Frequently ask the child how he would like to help you. Give him a choice such as putting the newspapers together, setting the table, playing with the baby, etc.

f. A good way to teach objects to the child is to place them nearby so he can discover the use of the object. Then he will handle, see, touch and even taste it.

g. When a parent must leave his child, even for a few hours, be sure to tell him you will be away. Also, tell him who will be staying with him and some of the things he will enjoy doing with that person.

2. FINE MOVEMENT STRATEGIES

a. It is important to have a number of objects for the child to see, feel, handle, and even put into his mouth or squeeze. He discovers other objects by the touch and feel method. He also becomes aware of different textures, sizes, shapes and weights.

b. Scribbling is one of the earliest means of non-verbal expression. Have plenty of paper and a dark crayon to give the child, then opportunity to express himself and create. Do not give him too much direction.

c. To learn tracing or copying, have the child trace his hand or foot or other prepared shapes.

d. Let the child express himself even though you want him to copy an object. Talking while he works helps give him confidence as he draws lines, circles, squares or just scribbles.

e. Show the child different things such as (a) short and large sticks of uncooked spaghetti, (b) circles such as a coin, a button, etc., (c) squares such as boxes, rugs or blocks.

f. In all activities encourage your child to tell you how he feels and thinks. Drawing provides opportunities to learn that people think and feel differently about the same things.

g. Encourage your child to try out many activities himself without too much direction from the tutor or person with him. Let him fantasize play and create his own ideas, things and movement.

3. LANGUAGE - VOCABULARY STRATEGIES

a. Talking in the order of saying, naming and conversation are the fundamentals of speech. Talk to children at an early age because children understand speech before they speak themselves. Speech develops slowly in children who are mainly in contact with other children.

b. Children who have been helped or encouraged by parents to speak have more capacity for or interest in listening. They can express their own ideas or talk with other children.

c. Children learn to speak through imitation or reinforcement of meaningful sounds from family members. A child depends on the volume and quality of sounds. He gets meaning by what he hears, so speak slowly, clearly, and in short sentences.

d. A child in a large family where the home is crowded and noisy, usually learns to tune out speech unless it is a command or direct phrase to him. In this way the child does not learn to listen or respond to listening.

e. When a child becomes interested or likes to make various noises, he is ready for radio or T.V., music, records or any other types of soft sounds. He becomes interested in making rhythmic sounds with a rattle, sticks, blocks, etc.

f. Children really enjoy and benefit from listening to stories when you make the sounds of the animals, equipment or persons in the story. For very young children, use the large pictures and show them to him every day for a few moments. Make the sounds of each thing and say, "This is a _____." When the child tries to imitate the sounds, give him encouragement and praise.

g. Telling the child traditional fairy stories and stories with imaginative aspects provide much joy and learning. It gives him an opportunity for imagination as well as learning about the world around him. When the child is old enough, have him repeat your stories and help him if needed.

h. The way you introduce books to your child is more important than the book itself. First, you should like the book yourself. Second, the book should be interesting to you. Third, read the book with your own enthusiasm for the book. Fourth, the child will sense your interest and like the book. Fifth, show and talk about the pictures.

i. In reading to children, allow them to try out the described movements in the story. It will deepen and enrich their real life.

j. Give your child a chance to select the kind of books or booklets he likes. Ask him to select his favorite book or books. Talk to him about his choice. If he doesn't have any ideas about which book he likes, suggest things like animals, rockets, cars, dolls, cowboys, etc. Give him time to think about his choice and encourage some response. Make weekly or bi-weekly trips to your public library. Make the occasion a special outing for your child. Take advantage of their weekly story time.

k. In looking at a book, or reading it, sit down together with the child on your left side so he can turn the pages. As you look through the book, let the child point out objects he knows or wants to know about. Sometimes you point to a possible known object and ask, "What is this?" Do not be in a hurry to tell him if he doesn't respond right away. Give him time to think.

l. In the child's second year he becomes most curious and wants to understand the how of things, people and places. He will ask many questions of all types. He may not care about answers, but he wants to ask questions. He examines, explores, and creates his own fantasies which are the result of ideas, things, speech and movement.

4. GROSS MOVEMENT STRATEGIES

a. Each child learns to walk at his own speed. Making him walk before his leg muscles can support his movement is not recommended.

b. Many activities should be tried to help the child gain confidence in standing, picking up objects, walking up and down steps and running. In all situations keep the child from activities or hard surfaces that could prove harmful if he falls. An important point to remember is to have him maintain confidence and desire to keep on trying.

c. Gross movement skills offer a development of courage or timidity, satisfy curiosities and develop muscles.

d. Rhythmic activities give an opportunity for muscle control and imaginative movement at the same time.

e. Rhythms teach body manipulation and coordination.

f. Pretending to be a cat, dog, bunny rabbit, or other small animals helps in balance and various movement responses.

g. Insistence upon the use of the right hand over the left hand may cause tensions, especially if there is an indication of emotional resistance.

h. Jumping, hopping and running need to be encouraged among children to prevent some heart problems which sometimes begin in early childhood according to cardiologists.

section VI

PROGRESS REPORTS

A. INTRODUCTION
B. PROGRESS REPORT ON PARENT
C. MONTHLY PROGRESS REPORT ON CHILD

VI. PROGRESS REPORTS

A. INTRODUCTION

ONE AREA THAT IS GENERALLY NEGLECTED IN PRESCHOOL EDUCATION PROGRAMS IS RECORD KEEPING OF THE PROGRESS OF PARENTS AND CHILDREN. IN THIS SECTION, THE PARENT WILL FIND AN EASY AND QUICK MONTHLY CHECK LIST ON HIS OR HER PROGRESS AND A CHART FOR THE MONTHLY PROGRESS REPORT ON HER CHILD.

ARRANGE TO TAKE TIME TO DO A MONTHLY EVALUATION OF CHANGES MADE IN THE CHILD, THE HOME AND YOURSELF.

PARENTS LEARN FROM CHILDREN,
CHILDREN LEARN FROM PARENTS,
CHILDREN LEARN FROM OTHER CHILDREN,

HUSBANDS LEARN FROM WIVES,
WIVES LEARN FROM HUSBANDS,

SO, LOVE AND LEARN.

B. PROGRESS REPORT ON PARENTS

This rating form is to be used monthly by the parent. Rate each category by selecting one of the numbers, 1 to 10. Place your score in the appropriate monthly column. Number 1 indicates a low rating while number 10 is the highest rating. Write a comment justifying the reason for a low rating. Use the same score sheet each month to record progress.

1. POSITIVE ATTITUDE TOWARD "TEACHING"	1 2 3 4 5 6 7 8 9 10
2. INCREASED AMOUNT OF TIME READING ALOUD TO CHILD	1 2 3 4 5 6 7 8 9 10
3. BECOMING MORE VERBAL WITH CHILD	1 2 3 4 5 6 7 8 9 10
4. IMPROVED IN LEARNING ABOUT CHILD GROWTH AND DEVELOPMENT	1 2 3 4 5 6 7 8 9 10
5. USED SOME OF YOUR OWN IDEAS IN WORKING WITH CHILD	1 2 3 4 5 6 7 8 9 10
6. USED PRESCRIPTIVE ACTIVITIES FOR TEACHING ASSIGNMENT	1 2 3 4 5 6 7 8 9 10
7. CARRIED OUT "TEACHING" OBJECTIVES AS PLANNED.	1 2 3 4 5 6 7 8 9 10
8. MONTHLY POST-TESTING CHILD'S SKILLS	1 2 3 4 5 6 7 8 9 10
9. MORE RESOURCEFUL BY HAVING EDUCATIONAL MATERIALS AROUND HOME	1 2 3 4 5 6 7 8 9 10
10. INCREASED YOUR "TEACHING" TIME ALLOTMENT WITH THE CHILD	1 2 3 4 5 6 7 8 9 10
11. BECAME AWARE OF PROGRESS OF CHILD FROM A PLANNED PROGRAM	1 2 3 4 5 6 7 8 9 10
12. POSITIVE ATTITUDE TOWARD PRESCHOOL PROGRAM EVALUATION	1 2 3 4 5 6 7 8 9 10

MONTHLY SCORE SHEET

Date Started

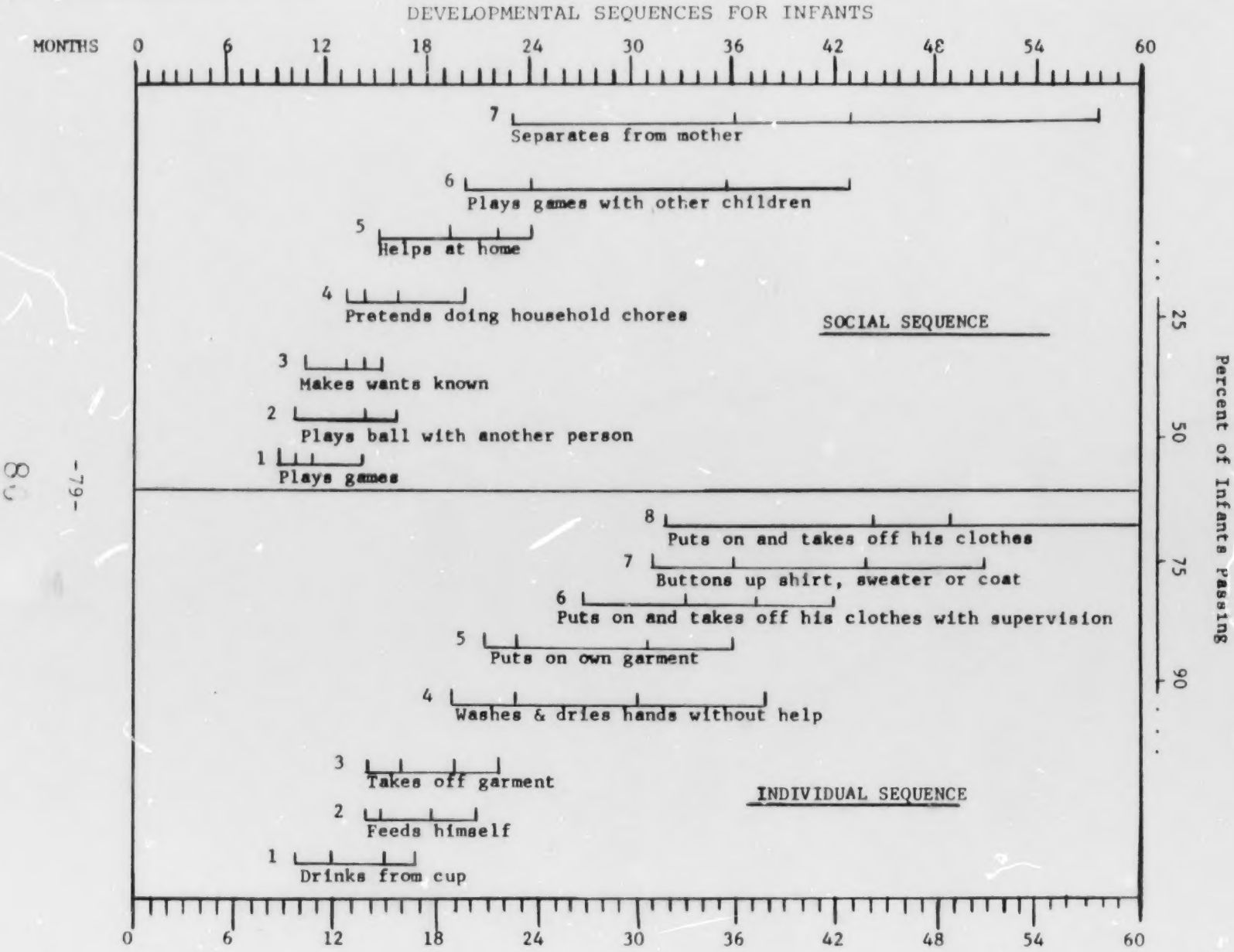
CATEGORIES	MONTHLY SCORES											
	J.	F.	M.	A.	M.	J.	J.	A.	S.	O.	N.	D.
1. Attitude on Teaching												
2. Reading Aloud												
3. Verbal												
4. Growth and Develop.												
5. Using Own Ideas												
6. Prescriptive Activities												
7. Planned Teaching Objectives												
8. Testing Child Monthly												
9. Educational Materials												
10. Teaching Time												
11. Child's Progress												
12. Attitude on Progress												

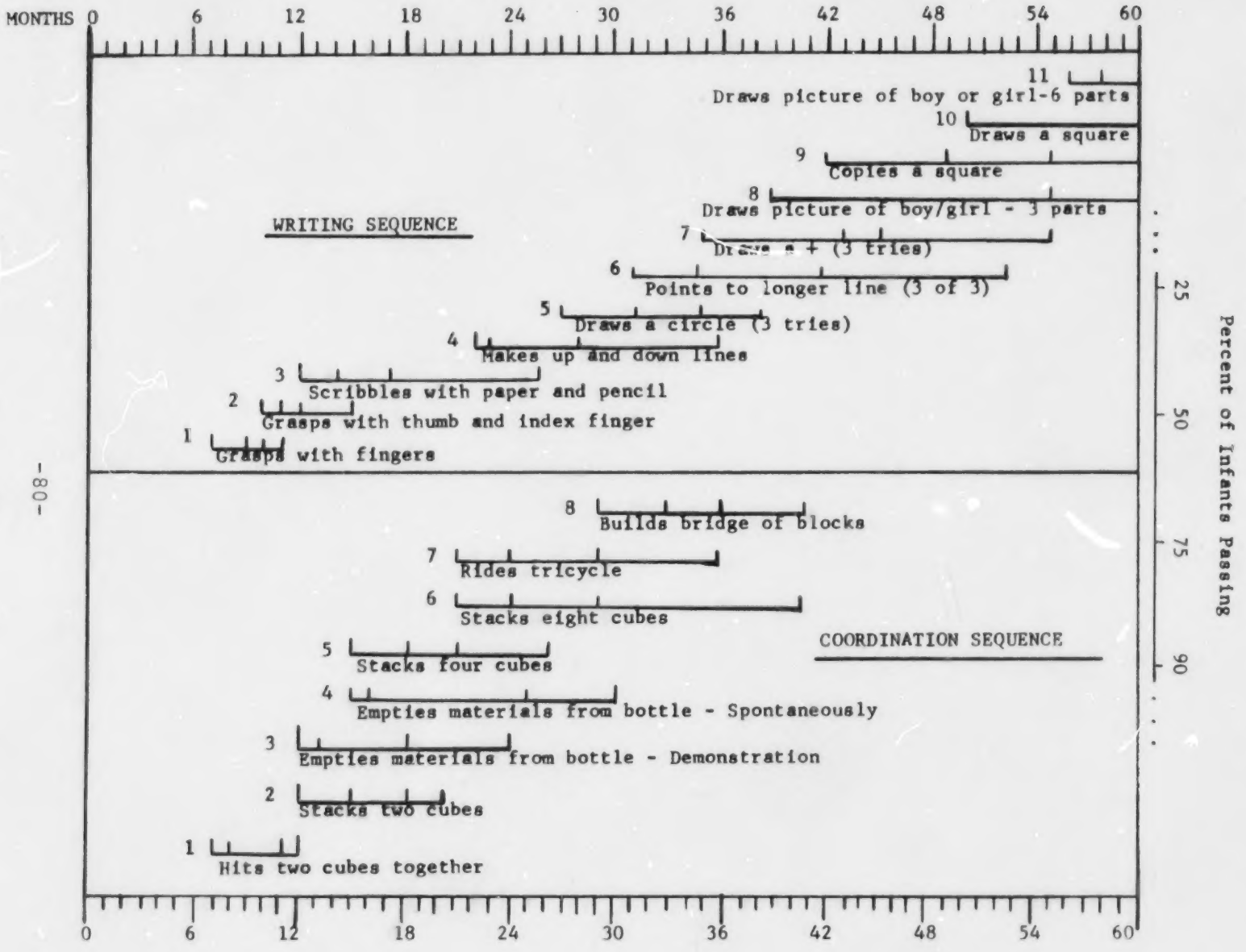
C. MONTHLY PROGRESS REPORT ON CHILD

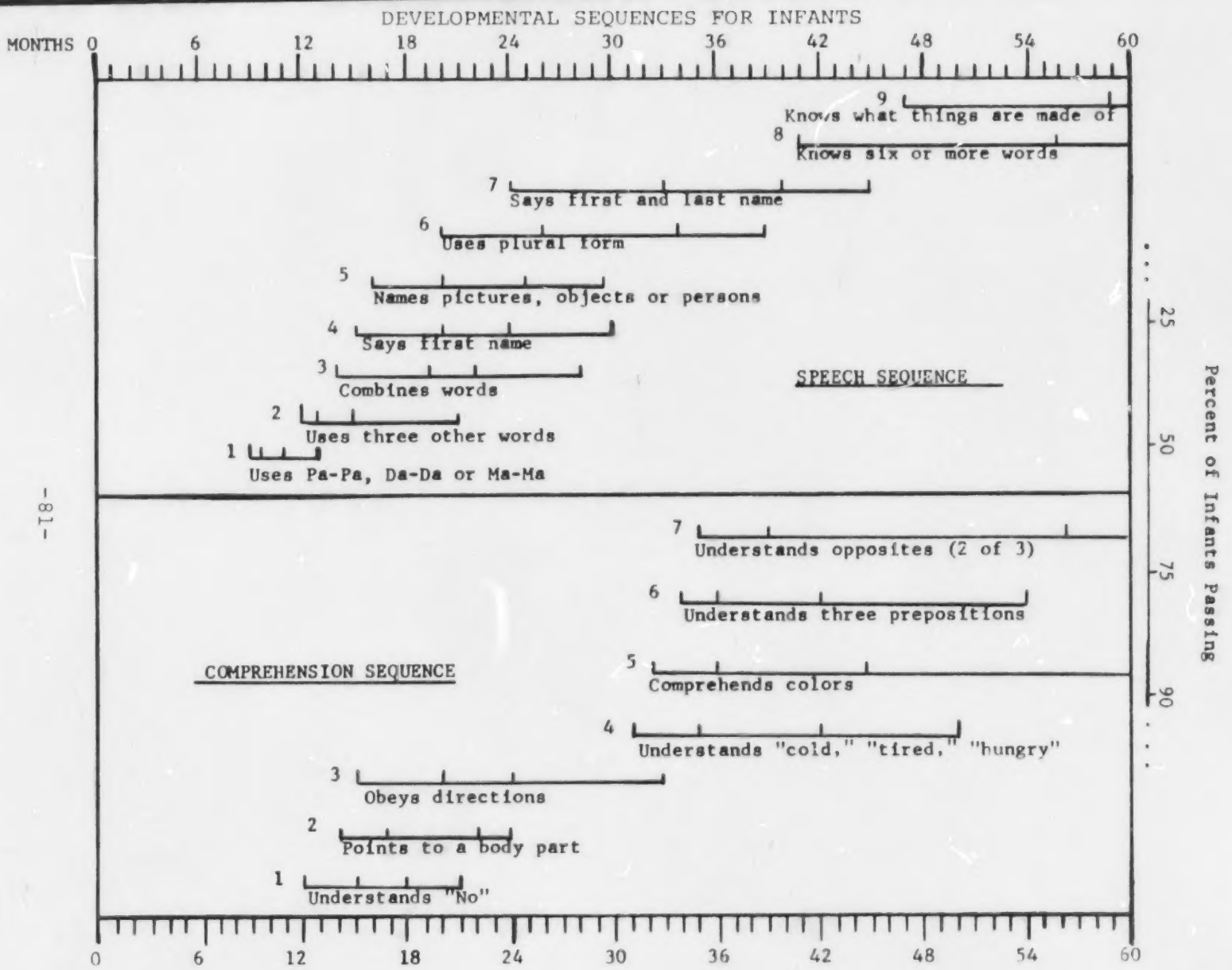
SCORE SHEET

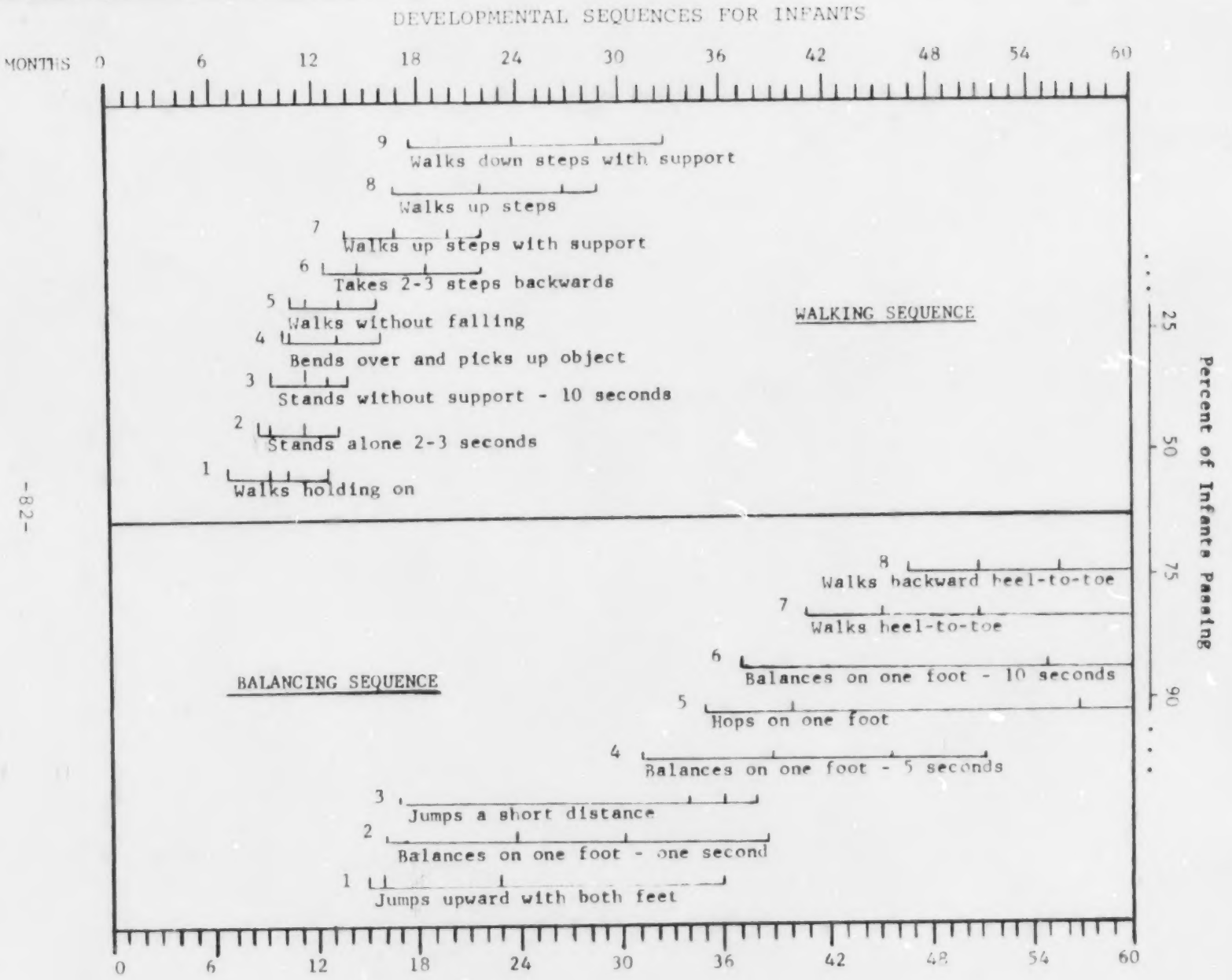
Date Started

CATEGORIES	SEQUENCES	MONTHLY SCORE											
		J	F	M	A	M	J	J	A	S	O	N	D
INDIVIDUAL-SOCIAL	Social (7)												
	Individual(8)												
FINE MOVEMENT	Writing (11)												
	Coordination (8)												
LANGUAGE	Speech (9)												
	Comprehension (7)												
GROSS MOVEMENT	Walking (9)												
	Balancing(8)												
VOCABULARY	English												
	Spanish												
	Other												


DEVELOPMENTAL SEQUENCES FOR INFANTS
MONTHS
0
6
12
18
24
30
36
42
48
54
60
7
Separates from mother
6
Plays games with other children
5
Helps at home
4
Pretends doing household chores
SOCIAL SEQUENCE
3
Makes wants known
2
Plays ball with another person
1
Plays games
8
Puts on and takes off his clothes
7
Buttons up shirt, sweater or coat
6
Puts on and takes off his clothes with supervision
5
Puts on own garment
4
Washes & dries hands without help
3
Takes off garment
INDIVIDUAL SEQUENCE
2
Feeds himself
1
Drinks from cup
25
50
75
90
Percent of Infants Passing


DEVELOPMENTAL SEQUENCES FOR INFANTS
MONTHS
0
6
12
18
24
30
36
42
48
54
60
11
Draws picture of boy or girl-6 parts
10
Draws a square
9
Copies a square
8
Draws picture of boy/girl - 3 parts
WRITING SEQUENCE
7
Draws a + (3 tries)
6
Points to longer line (3 of 3)
5
Draws a circle (3 tries)
4
Makes up and down lines
3
Scribbles with paper and pencil
2
Grasps with thumb and index finger
1
Grasps with fingers
8
Builds bridge of blocks
7
Rides tricycle
6
Stacks eight cubes
COORDINATION SEQUENCE
5
Stacks four cubes
4
Empties materials from bottle - Spontaneously
3
Empties materials from bottle - Demonstration
2
Stacks two cubes
1
Hits two cubes together
25
50
75
90
Percent of Infants Passing


DEVELOPMENTAL SEQUENCES FOR INFANTS
MONTHS 0 6 12 18 24 30 36 42 48 54 60
9 Knows what things are made of
8 Knows six or more words
7 Says first and last name
6 Uses plural form
5 Names pictures, objects or persons
4 Says first name
3 Combines words
2 Uses three other words
1 Uses Pa-Pa, Da-Da or Ma-Ma
SPEECH SEQUENCE
7 Understands opposites (2 of 3)
6 Understands three prepositions
5 Comprehends colors
4 Understands "cold," "tired," "hungry"
3 Obeys directions
2 Points to a body part
1 Understands "No"
COMPREHENSION SEQUENCE
25 50 75 90
Percent of Infants Passing


DEVELOPMENTAL SEQUENCES FOR INFANTS
MONTHS
0
6
12
18
24
30
36
42
48
54
60
9 Walks down steps with support
8 Walks up steps
7 Walks up steps with support
6 Takes 2-3 steps backwards
5 Walks without falling
4 Bends over and picks up object
3 Stands without support - 10 seconds
2 Stands alone 2-3 seconds
1 Walks holding on
WALKING SEQUENCE
8 Walks backward heel-to-toe
7 Walks heel-to-toe
6 Balances on one foot - 10 seconds
5 Hops on one foot
4 Balances on one foot - 5 seconds
3 Jumps a short distance
2 Balances on one foot - one second
1 Jumps upward with both feet
BALANCING SEQUENCE
25
50
75
90
Percent of Infants Passing

section VII

CUMULATIVE VOCABULARY

A. INTRODUCTION
B. CUMULATIVE VOCABULARY CHECK LIST

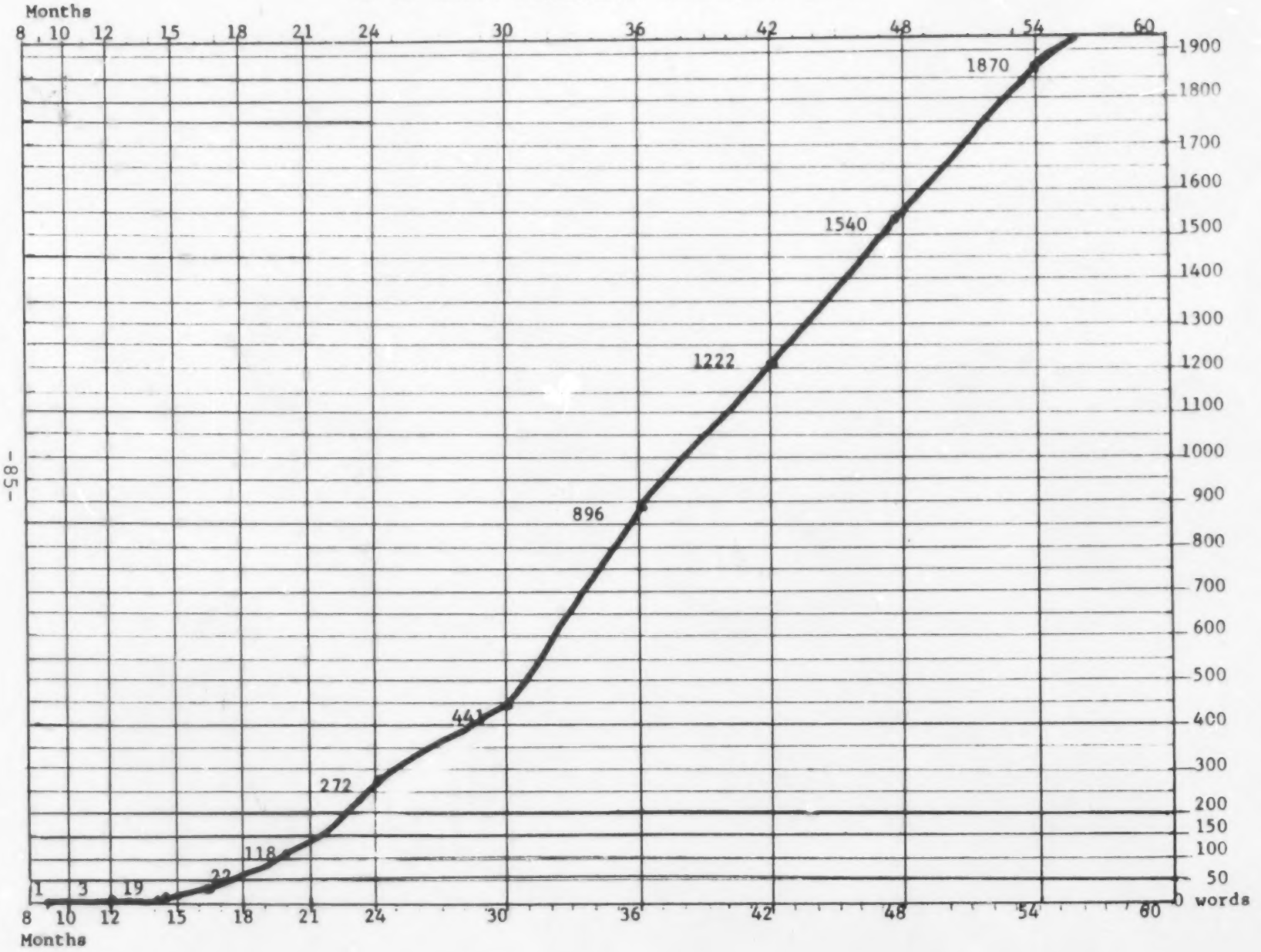
VII. CUMULATIVE VOCABULARY

GENERAL DIRECTIONS FOR CHECKING VOCABULARY GROWTH

A. INTRODUCTION

The Smith Vocabulary Expectancy Scale shows a developmental pattern of standardized numbers of words used by children at specified age levels. This is the average size of oral vocabularies of children from 8 months to 60 months. A comparison of a child's total vocabulary with the chart will give indication of program success. A cumulative vocabulary check-list, containing approximately 1,500 words has been alphabetically arranged for convenient checking and recording for mothers or aides. This list is also designed to keep a chronological record of vocabulary development.

M. E. SMITH VOCABULARY EXPECTANCY SCALE



CUMULATIVE VOCABULARY CHECK LIST

CHILD_____ AGE_____

ADDRESS_____ DATE _____

CITY_____

No.	WORDS- Understood and Used	CHECK Mo.	Yr.
A			
1	a	___	___
2	able	___	___
3	about	___	___
4	above	___	___
5	accident	___	___
6	across	___	___
7	act	___	___
8	add	___	___
9	address	___	___
10	afraid	___	___
11	again	___	___
12	age	___	___
13	agree	___	___
14	ahead	___	___
15	air	___	___
16	airplane	___	___
17	alike	___	___
18	all	___	___
19	alley	___	___
20	alligator	___	___
21	along	___	___
22	always	___	___
23	am	___	___
24	ambulance	___	___
25	among	___	___
26	amount	___	___
27	an	___	___
28	and	___	___
29	angel	___	___
30	angle	___	___
31	angry	___	___
32	animal	___	___
33	another	___	___
34	answer	___	___
35	ant	___	___
36	any	___	___
37	anymore	___	___
38	anything	___	___
39	apple	___	___
40	apricot	___	___
41	arch	___	___
42	are	___	___
43	argue	___	___
44	arm	___	___
45	around	___	___
46	arrow	___	___
47	art	___	___
48	artichoke	___	___
49	ash	___	___
50	ask	___	___
51	asleep	___	___
52	at	___	___
53	attain	___	___
54	aunt	___	___
55	automobile	___	___
56	away	___	___
57	awful	___	___
58	ax	___	___
59	_____	___	___
60	_____	___	___
61	_____	___	___
62	_____	___	___
63	_____	___	___
B.			
64	baby	___	___
65	back	___	___
66	backward	___	___
67	bacon	___	___
68	bad	___	___
69	badge	___	___
70	bag	___	___
71	bake	___	___
72	balance	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo.	Yr.
73	ball	___	___
74	ballet	___	___
75	balloon	___	___
76	banana	___	___
77	band	___	___
78	bandage	___	___
79	bang	___	___
80	bank	___	___
81	barber	___	___
82	bare	___	___
83	bark	___	___
84	barn	___	___
85	base	___	___
86	baseball	___	___
87	basket	___	___
88	bat	___	___
89	bath	___	___
90	bathroom	___	___
91	be	___	___
92	beach	___	___
93	bead	___	___
94	bean	___	___
95	bear	___	___
96	beard	___	___
97	bee	___	___
98	beep	___	___
99	bed	___	___
100	before	___	___
101	beg	___	___
102	begin	___	___
103	behave	___	___
104	behind	___	___
105	bell	___	___
106	belly	___	___
107	belt	___	___
108	bend	___	___
109	berry	___	___
110	bedside	___	___
111	best	___	___
112	between	___	___
113	bet	___	___
114	bicycle	___	___
115	big	___	___
116	bike	___	___
117	bing	___	___
118	binoculars	___	___
119	bird	___	___
120	birthday	___	___
121	biscuit	___	___
122	bit	___	___
123	bite	___	___
124	black	___	___
125	blanket	___	___
126	bless	___	___
127	blind	___	___
128	block	___	___
129	blood	___	___
130	blouse	___	___
131	blow	___	___
132	blue	___	___
133	board	___	___
134	boat	___	___
135	body	___	___
136	bone	___	___
137	book	___	___
138	boom	___	___
139	boot	___	___
140	bore	___	___
141	born	___	___
142	both	___	___
143	bottle	___	___
144	bottom	___	___
145	bought	___	___
146	bounce	___	___
147	bowl	___	___
148	bow-wow	___	___
149	box	___	___
150	boy	___	___
151	brain	___	___
152	brave	___	___
153	bread	___	___
154	break	___	___
155	breakfast	___	___
156	brick	___	___
157	bridge	___	___
158	bright	___	___
159	bring	___	___
160	broad jump	___	___
161	broke	___	___
162	broom	___	___
163	brother	___	___
164	brown	___	___
165	brush	___	___
166	bubble	___	___
167	bucket	___	___
168	buckle	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo.	Yr.
169	bud		
170	bug		
171	build		
172	bulb		
173	bull		
174	bump		
175	bunny		
176	burn		
177	bus		
178	bush		
179	busy		
180	but		
181	butter		
182	butterfly		
183	button		
184	buy		
185	buzz		
186	bye-bye		
187	_____		
188	_____		
189	_____		
190	_____		
191	_____		
C			
192	cabbage		
193	caboose		
194	cactus		
195	cage		
196	cake		
197	calf		
198	call		
199	camel		
200	camera		
201	camp		
202	can		
203	candle		
204	candy		
205	canine		
206	cannot		
207	cap		
208	capsule		
209	captain		
210	car		
211	card		
212	care		
213	carpet		
214	carrot		
215	cash		
216	castle		
217	cat		
218	catch		
219	caterpillar		
220	cattle		
221	ceiling		
222	cent		
223	cereal		
224	chair		
225	chalk		
226	chase		
227	cheese		
228	cherry		
229	chest		
230	chicken		
231	chief		
232	child		
233	children		
234	chili		
235	chimney		
236	chin		
237	chip		
238	chocolate		
239	chop		
240	Christmas		
241	church		
242	circle		
243	circus		
244	clap		
245	class		
246	clay		
247	clean		
248	click		
249	cliff		
250	climb		
251	clock		
252	close		
253	cloth		
254	clothes		
255	clown		
256	clue		
257	coach		
258	coal		
259	coat		
260	cobweb		
261	cocoa		
262	coconut		
263	coffee		

Cumulative Vocabulary Check List (cont.)

No.	WORDS-Understood and Used	CHECK Mo.	Yr.
264	cold		
265	color		
266	comb		
267	combine		
268	come		
269	community		
270	cone		
271	confine		
272	cook		
273	cookie		
274	copy		
275	corner		
276	cost		
277	cot		
278	couch		
279	could		
280	count		
281	court		
282	cow		
283	cowboy		
284	crack		
285	cracker		
286	crayon		
287	cream		
288	creek		
289	crib		
290	cross		
291	crow		
292	crown		
293	crumb		
294	cry		
295	cup		
296	cupboard		
297	cupcake		
298	curl		
299	curtain		
300	curve		
301	cut		
302	_____		
303	_____		
304	_____		
305	_____		
306	_____		
307	_____		
D			
308	da-da		
309	daisy		
310	dance		
311	dare		
312	dark		
313	date		
314	day		
315	dead		
316	deep		
317	deer		
318	define		
319	delicious		
320	dell		
321	den		
322	dentist		
323	desk		
324	devil		
325	dial		
326	diaper		
327	dictionary		
328	did		
329	different		
330	dig		
331	dime		
332	dinner		
333	dip		
334	direct		
335	direction		
336	dirt		
337	dishes		
338	ditch		
339	dive		
340	do		
341	doctor		
342	does		
343	dog		
344	doll		
345	dollar		
346	donkey		
347	do not		
348	door		
349	dough		
350	dot		
351	down		
352	downward		
353	drag		
354	dragon		
355	draw		
356	dream		
357	dress		
358	drink		

Cumulative Vocabulary Check List (cont.)

No.	WORD-Understood and Used	CHECK Mo.	Yr.
359	drip		
360	drop		
361	drum		
362	dry		
363	duck		
364	dull		
365	dump		
366	dust		
367	_____		
368	_____		
369	_____		
370	_____		
371	_____		
E			
372	each		
373	eagle		
374	ear		
375	early		
376	east		
377	easter		
378	eat		
379	edge		
380	egg		
381	eight		
382	elbow		
383	electric		
384	elephant		
385	elf		
386	else		
387	empty		
388	end		
389	enemy		
390	engineer		
391	eraser		
392	every		
393	everybody		
394	everything		
395	exercise		
396	eye		
397	eyebrow		
398	eyeglasses		
399	eyelash		
400	_____		
401	_____		
402	_____		
403	_____		
404	_____		
F			
405	face		
406	fair		
407	fairground		
408	fairy		
409	fall		
410	false		
411	family		
412	fan		
413	far		
414	farewell		
415	farm		
416	farmer		
417	fast		
418	fat		
419	father		
420	favorite		
421	fear		
422	feather		
423	feed		
424	feel		
425	feet		
426	fell		
427	fellow		
428	felt		
429	fence		
430	fever		
431	few		
432	fiddle		
433	field		
434	fig		
435	fight		
436	fill		
437	film		
438	fin		
439	find		
440	fine		
441	finger		
442	finish		
443	fire		
444	fire-engine		
445	fireman		
446	fireplace		
447	first		
448	fish		
449	fist		
450	fit		
451	five		
452	fix		
453	fizz		
454	flag		

Cumulative Vocabulary Check List (cont.)

No.	WORD-Understood and Used	CHECK Mo.	Yr.
455	flat	___	___
456	flavor	___	___
457	flea	___	___
458	flip	___	___
459	float	___	___
460	floor	___	___
461	flop	___	___
462	flower	___	___
463	fluff	___	___
464	fly	___	___
465	fold	___	___
466	follow	___	___
467	rood	___	___
468	fool	___	___
469	foot	___	___
470	football	___	___
471	for	___	___
472	fork	___	___
473	form	___	___
474	forward	___	___
475	found	___	___
476	fountain	___	___
477	four	___	___
478	fox	___	___
479	frank	___	___
480	free	___	___
481	freeze	___	___
482	french	___	___
483	fresh	___	___
484	friend	___	___
485	fright	___	___
486	frog	___	___
487	from	___	___
488	front	___	___
489	frown	___	___
490	fruit	___	___
491	fudge	___	___
492	full	___	___
493	fun	___	___
494	funnel	___	___
495	funny	___	___
496	fur	___	___
497	furnace	___	___
498	furniture	___	___
499	fuss	___	___
500	fuzz	___	___
501	_____	___	___
502	_____	___	___
503	_____	___	___
504	_____	___	___
505	_____	___	___
G			
506	gain	___	___
507	gal	___	___
508	game	___	___
509	gang	___	___
510	garbage	___	___
511	garden	___	___
512	garment	___	___
513	gas	___	___
514	gasoline	___	___
515	gate	___	___
516	gave	___	___
517	gear	___	___
518	germ	___	___
519	get	___	___
520	ghost	___	___
521	giant	___	___
522	gift	___	___
523	giggle	___	___
524	giraffe	___	___
525	girl	___	___
526	give	___	___
527	glad	___	___
528	glass	___	___
529	glasses	___	___
530	globe	___	___
531	glove	___	___
532	glue	___	___
533	gnaw	___	___
534	go	___	___
535	goat	___	___
536	goggles	___	___
537	gold	___	___
538	gone	___	___
539	good	___	___
540	goodbye	___	___
541	got	___	___
542	grab	___	___
543	grape	___	___
544	grandma	___	___
545	grandpa	___	___
546	grass	___	___
547	gray	___	___
548	green	___	___
549	grill	___	___
550	grin	___	___
551	ground	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORD-Understood and Used	CHECK Mo.	Yr.
552	group	___	___
553	grow	___	___
554	growl	___	___
555	grunt	___	___
556	guess	___	___
557	gum	___	___
558	gun	___	___
559	_____	___	___
560	_____	___	___
561	_____	___	___
562	_____	___	___
563	_____	___	___
H			
564	hair	___	___
565	half	___	___
566	hall	___	___
567	ham	___	___
568	hamburger	___	___
569	hammer	___	___
570	hand	___	___
571	hang	___	___
572	happy	___	___
573	hard	___	___
574	has	___	___
575	hat	___	___
576	hate	___	___
577	have	___	___
578	hay	___	___
579	he	___	___
580	head	___	___
581	heal	___	___
582	health	___	___
583	hear	___	___
584	heart	___	___
585	heat	___	___
586	heavy	___	___
587	hedge	___	___
588	heel	___	___
589	helicopter	___	___
590	hello	___	___
591	help	___	___
592	hen	___	___
593	her	___	___
594	here	___	___
595	hi	___	___
596	hid	___	___
597	hide	___	___
598	high	___	___
599	hill	___	___
600	hippopotamus	___	___
601	his	___	___
602	hit	___	___
603	hive	___	___
604	hog	___	___
605	hold	___	___
606	hole	___	___
607	holes	___	___
608	home	___	___
609	honey	___	___
610	hook	___	___
611	hop	___	___
612	hope	___	___
613	horn	___	___
614	horse	___	___
615	hospital	___	___
616	hot	___	___
617	hot dog	___	___
618	hour	___	___
619	house	___	___
620	housework	___	___
621	howl	___	___
622	huff	___	___
623	hug	___	___
624	hump	___	___
625	hungry	___	___
626	hunt	___	___
627	hurry	___	___
628	hurt	___	___
629	hush	___	___
630	hut	___	___
631	hydrant	___	___
630	_____	___	___
631	_____	___	___
632	_____	___	___
633	_____	___	___
634	_____	___	___
635	_____	___	___
636	_____	___	___
I			
637	I	___	___
638	ice	___	___
639	ice-cream	___	___
640	idea	___	___
641	if	___	___
642	ill	___	___
643	image	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORD-Understood and Used	CHECK	Mo. Yr.
644	imitates	___	___
645	impossible	___	___
646	in	___	___
647	inch	___	___
648	infant	___	___
649	inside	___	___
650	Indian	___	___
651	ink	___	___
652	insect	___	___
653	inter	___	___
654	iron	___	___
655	is	___	___
656	it	___	___
657	itch	___	___
658	_____	___	___
659	_____	___	___
660	_____	___	___
661	_____	___	___
662	_____	___	___
J			
663	jacket	___	___
664	jail	___	___
665	jam	___	___
666	jar	___	___
667	jaw	___	___
668	jello	___	___
669	jelly	___	___
670	jerk	___	___
671	jet	___	___
672	job	___	___
673	join	___	___
674	joke	___	___
675	joy	___	___
676	juice	___	___
677	jump	___	___
678	jungle	___	___
679	junk	___	___
680	just	___	___
681	_____	___	___
682	_____	___	___
683	_____	___	___
684	_____	___	___
685	_____	___	___
K			
686	kangaroo	___	___
687	keep	___	___
688	key	___	___
689	kick	___	___
690	kid	___	___
691	kill	___	___
692	kind	___	___
693	king	___	___
694	kiss	___	___
695	kit	___	___
696	kitchen	___	___
697	kite	___	___
698	kitty	___	___
699	knee	___	___
700	knife	___	___
701	knock	___	___
702	know	___	___
703	_____	___	___
704	_____	___	___
705	_____	___	___
706	_____	___	___
707	_____	___	___
L			
708	lace	___	___
709	lad	___	___
710	lady	___	___
711	ladder	___	___
712	lake	___	___
713	lamb	___	___
714	lamp	___	___
715	land	___	___
716	lands	___	___
717	lap	___	___
718	large	___	___
719	last	___	___
720	late	___	___
721	laugh	___	___
722	law	___	___
723	lawn	___	___
724	lay	___	___
725	lazy	___	___
726	leaf	___	___
727	learn	___	___
728	leather	___	___
729	leave	___	___
730	left	___	___
731	leg	___	___
732	lemon	___	___
733	let	___	___
734	letter	___	___
735	library	___	___
736	lick	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORD-Understood and Used	CHECK	Mo. Yr.
737	lid	___	___
738	lie	___	___
739	life	___	___
740	lift	___	___
741	light	___	___
742	lightning	___	___
743	like	___	___
744	line	___	___
745	lion	___	___
746	lip	___	___
747	list	___	___
748	listen	___	___
749	lit	___	___
750	little	___	___
751	live	___	___
752	lock	___	___
753	locomotive	___	___
754	log	___	___
755	lollipops	___	___
756	long	___	___
757	lose	___	___
758	lost	___	___
759	lot	___	___
760	loud	___	___
761	love	___	___
762	low	___	___
763	lower	___	___
764	lunch	___	___
765	luck	___	___
766	_____	___	___
767	_____	___	___
768	_____	___	___
769	_____	___	___
770	_____	___	___
771	_____	___	___
M			
772	machine	___	___
773	mad	___	___
774	made	___	___
775	mail	___	___
776	magic	___	___
777	make	___	___
778	mama	___	___
779	man	___	___
780	many	___	___
781	map	___	___
782	marble	___	___
783	mark	___	___
784	mask	___	___
785	mat	___	___
786	may	___	___
787	maybe	___	___
788	me	___	___
789	meal	___	___
790	mean	___	___
791	meat	___	___
792	melt	___	___
793	men	___	___
794	meow	___	___
795	merry	___	___
796	mess	___	___
797	metal	___	___
798	middle	___	___
799	might	___	___
800	milk	___	___
801	mine	___	___
802	minute	___	___
803	mirror	___	___
804	miss	___	___
805	mister	___	___
806	mitten	___	___
807	mix	___	___
808	mommy	___	___
809	money	___	___
810	monk	___	___
811	monkey	___	___
812	monster	___	___
813	month	___	___
814	moo	___	___
815	moon	___	___
816	mop	___	___
817	more	___	___
818	morning	___	___
819	most	___	___
820	mother	___	___
821	motor	___	___
822	motorcycle	___	___
823	mountain	___	___
824	mouse	___	___
825	mouth	___	___
826	move	___	___
827	movie	___	___
828	mow	___	___
829	much	___	___
830	mud	___	___
831	muffin	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS-Understood and Used	CHECK Mo.	Yr.
832	mug	___	___
833	mule	___	___
834	mumps	___	___
835	muscle	___	___
836	music	___	___
837	must	___	___
838	my	___	___
839	_____	___	___
840	_____	___	___
841	_____	___	___
842	_____	___	___
843	_____	___	___
N			
844	nail	___	___
845	name	___	___
846	nap	___	___
847	napkin	___	___
848	near	___	___
849	neat	___	___
850	neck	___	___
851	need	___	___
852	needle	___	___
853	neighbor	___	___
854	nest	___	___
855	net	___	___
856	never	___	___
857	new	___	___
858	next	___	___
859	nice	___	___
860	night	___	___
861	nine	___	___
862	no	___	___
863	noise	___	___
864	noodle	___	___
865	north	___	___
866	nose	___	___
867	not	___	___
868	nothing	___	___
869	now	___	___
870	number	___	___
871	nurse	___	___
872	nut	___	___
873	_____	___	___
874	_____	___	___
875	_____	___	___
876	_____	___	___
877	_____	___	___

No.	WORDS-Understood and Used	CHECK Mo.	Yr.
O			
878	obey	___	___
879	ocean	___	___
880	odd	___	___
881	of	___	___
882	off	___	___
883	office	___	___
884	officer	___	___
885	often	___	___
886	okay	___	___
887	oil	___	___
888	old	___	___
889	on	___	___
890	one	___	___
891	open	___	___
892	opposite	___	___
893	oral	___	___
894	orange	___	___
895	order	___	___
896	other	___	___
897	ouch	___	___
898	our	___	___
899	out	___	___
900	outside	___	___
901	outdoors	___	___
902	oven	___	___
903	over	___	___
904	owe	___	___
905	owl	___	___
906	own	___	___
907	ox	___	___
908	_____	___	___
909	_____	___	___
910	_____	___	___
911	_____	___	___
912	_____	___	___
P			
913	pack	___	___
914	package	___	___
915	page	___	___
916	pail	___	___
917	paint	___	___
918	pair	___	___
919	pajamas	___	___
920	palm	___	___
921	pan	___	___
922	pancake	___	___
923	pants	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS-Understood and Used	CHECK Mo.	Yr.
924	papa	___	___
925	paper	___	___
926	parachute	___	___
927	parade	___	___
928	park	___	___
929	parrot	___	___
930	part	___	___
931	pass	___	___
932	pat	___	___
933	pat-a-cake	___	___
934	path	___	___
935	pavement	___	___
936	paw	___	___
937	pay	___	___
938	peace	___	___
939	peach	___	___
940	peal	___	___
941	peanut-butter	___	___
942	pear	___	___
943	pebble	___	___
944	peck	___	___
945	peddle	___	___
946	peek	___	___
947	peek-a-boo	___	___
948	peck	___	___
949	peep	___	___
950	peg	___	___
951	pen	___	___
952	pencil	___	___
953	penny	___	___
954	people	___	___
955	pepper	___	___
956	person	___	___
957	pet	___	___
958	phone	___	___
959	piano	___	___
960	pick	___	___
961	picnic	___	___
962	picture	___	___
963	pie	___	___
964	pig	___	___
965	pigeon	___	___
966	pill	___	___
967	pillow	___	___
968	pin	___	___
969	pinch	___	___
970	pineapple	___	___
971	pink	___	___
972	pipe	___	___
973	pitcher	___	___
974	pity	___	___
975	place	___	___
976	plan	___	___
977	plane	___	___
978	plant	___	___
979	plastic	___	___
980	plate	___	___
981	play	___	___
982	please	___	___
983	pledge	___	___
984	plenty	___	___
985	plop	___	___
986	plow	___	___
987	plum	___	___
988	pocket	___	___
989	poem	___	___
990	point	___	___
991	poison	___	___
992	pole	___	___
993	police	___	___
994	pond	___	___
995	pony	___	___
996	pool	___	___
997	poor	___	___
998	pop	___	___
999	porch	___	___
1000	post	___	___
1001	pot	___	___
1002	potato	___	___
1003	pour	___	___
1004	practice	___	___
1005	present	___	___
1006	pretty	___	___
1007	princess	___	___
1008	print	___	___
1009	problem	___	___
1010	prune	___	___
1011	puff	___	___
1012	pull	___	___
1013	pump	___	___
1014	pumpkin	___	___
1015	punch	___	___
1016	punish	___	___
1017	pup	___	___
1018	puppet	___	___
1019	puppy	___	___
1020	purple	___	___
1021	purse	___	___
1022	push	___	___
1023	put	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS-Understood and Used	CHECK Mo.	Yr.
1024	puzzle	___	___
1025	_____	___	___
1026	_____	___	___
1027	_____	___	___
1028	_____	___	___
1029	_____	___	___
1030	_____	___	___
Q			
1031	quack	___	___
1032	quart	___	___
1033	quarter	___	___
1034	queen	___	___
1035	question	___	___
1036	quick	___	___
1037	quiet	___	___
1038	quilt	___	___
1039	quit	___	___
1040	_____	___	___
1041	_____	___	___
1042	_____	___	___
1043	_____	___	___
1044	_____	___	___
R			
1045	rabbit	___	___
1046	race	___	___
1047	rack	___	___
1048	raccoon	___	___
1049	radio	___	___
1050	rag	___	___
1051	rail	___	___
1052	rain	___	___
1053	raincoat	___	___
1054	raisin	___	___
1055	ranch	___	___
1056	rat	___	___
1057	rattle	___	___
1058	ray	___	___
1059	reach	___	___
1060	read	___	___
1061	recognize	___	___
1062	record	___	___
1063	rectangle	___	___
1064	red	___	___
1065	reel	___	___
1066	refuse	___	___
1067	reindeer	___	___
1068	relax	___	___
1069	remember	___	___
1070	remove	___	___
1071	report	___	___
1072	resist	___	___
1073	respond	___	___
1074	rest	___	___
1075	reward	___	___
1076	rhinoceros	___	___
1077	ribbon	___	___
1078	rice	___	___
1079	rich	___	___
1080	ride	___	___
1081	rifle	___	___
1082	right	___	___
1083	ring	___	___
1084	rip	___	___
1085	ripe	___	___
1086	river	___	___
1087	road	___	___
1088	roar	___	___
1089	robber	___	___
1090	robin	___	___
1091	rock	___	___
1092	rocket	___	___
1093	roll	___	___
1094	roof	___	___
1095	rooster	___	___
1096	root	___	___
1097	rope	___	___
1098	rose	___	___
1099	rough	___	___
1100	round	___	___
1101	row	___	___
1102	rub	___	___
1103	rubber	___	___
1104	rug	___	___
1105	rule	___	___
1106	run	___	___
1107	rush	___	___
1108	_____	___	___
1109	_____	___	___
1110	_____	___	___
1111	_____	___	___
1112	_____	___	___
1113	_____	___	___
S			
1114	sack	___	___
1115	sad	___	___
1116	saddle	___	___
1117	safe	___	___
1118	sag	___	___
1119	said	___	___
1120	sail	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS-Understood and Used	CHECK Mo.	Yr.
1121	salad	___	___
1122	salt	___	___
1123	same	___	___
1124	sample	___	___
1125	sand	___	___
1126	sandwich	___	___
1127	Santa Claus	___	___
1128	sat	___	___
1129	satisfied	___	___
1130	save	___	___
1131	saw	___	___
1132	say	___	___
1133	scent	___	___
1134	school	___	___
1135	scissors	___	___
1136	scooter	___	___
1137	scraps	___	___
1138	scratch	___	___
1139	screen	___	___
1140	screw	___	___
1141	scrub	___	___
1142	seal	___	___
1143	seat	___	___
1144	second	___	___
1145	secret	___	___
1146	see	___	___
1147	seed	___	___
1148	seek	___	___
1149	see-saw	___	___
1150	self	___	___
1151	sell	___	___
1152	send	___	___
1153	separate	___	___
1154	set	___	___
1155	seven	___	___
1156	sew	___	___
1157	shade	___	___
1158	shake	___	___
1159	shame	___	___
1160	shape	___	___
1161	shave	___	___
1162	she	___	___
1163	shell	___	___
1164	shine	___	___
1165	ship	___	___
1166	shirt	___	___
1167	shoe	___	___
1168	shoot	___	___
1169	short	___	___
1170	shoulder	___	___
1171	shout	___	___
1172	show	___	___
1173	shower	___	___
1174	shut	___	___
1175	shy	___	___
1176	sick	___	___
1177	side	___	___
1178	sidewalk	___	___
1179	sift	___	___
1180	sign	___	___
1181	signal	___	___
1182	sill	___	___
1183	silly	___	___
1184	simple	___	___
1185	sing	___	___
1186	sip	___	___
1187	sister	___	___
1188	sit	___	___
1189	six	___	___
1190	size	___	___
1191	skate	___	___
1192	ski	___	___
1193	skill	___	___
1194	skin	___	___
1195	skirt	___	___
1196	sky	___	___
1197	slam	___	___
1198	slant	___	___
1199	slap	___	___
1200	sled	___	___
1201	sleep	___	___
1202	slid	___	___
1203	slide	___	___
1204	slip	___	___
1205	slit	___	___
1206	slow	___	___
1207	small	___	___
1208	smash	___	___
1209	smell	___	___
1210	smile	___	___
1211	smoke	___	___
1212	smooth	___	___
1213	snake	___	___
1214	snap	___	___
1215	sneeze	___	___
1216	sniff	___	___
1217	snow	___	___
1218	so	___	___
1219	soap	___	___
1220	sock	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS- Understood and Used	CHECK Mo.	Yr.
1221	socks	___	___
1222	soda	___	___
1223	soft	___	___
1224	sold	___	___
1225	soldier	___	___
1226	solve	___	___
1227	some	___	___
1228	someone	___	___
1229	something	___	___
1230	somewhere	___	___
1231	song	___	___
1232	soon	___	___
1233	sound	___	___
1234	soup	___	___
1235	south	___	___
1236	space	___	___
1237	spat	___	___
1238	speak	___	___
1239	special	___	___
1240	speed	___	___
1241	spell	___	___
1242	spider	___	___
1243	spill	___	___
1244	spin	___	___
1245	spit	___	___
1246	splash	___	___
1247	spoil	___	___
1248	sponge	___	___
1249	spool	___	___
1250	spoon	___	___
1251	spot	___	___
1252	spout	___	___
1253	square	___	___
1254	squeals	___	___
1255	squeeze	___	___
1256	squint	___	___
1257	stack	___	___
1258	stare	___	___
1259	stamp	___	___
1260	stand	___	___
1261	star	___	___
1262	stay	___	___
1263	steam	___	___
1264	step	___	___
1265	stick	___	___
1266	stiff	___	___
1267	still	___	___
1268	sting	___	___
1269	stink	___	___
1270	stomach	___	___
1271	stone	___	___
1272	stoop	___	___
1273	stop	___	___
1274	store	___	___
1275	storm	___	___
1276	story	___	___
1277	stove	___	___
1278	straight	___	___
1279	strangers	___	___
1280	strap	___	___
1281	strawberry	___	___
1282	street	___	___
1283	stretch	___	___
1284	strike	___	___
1285	string	___	___
1286	strong	___	___
1287	study	___	___
1288	stuff	___	___
1289	stump	___	___
1290	stunt	___	___
1291	stupid	___	___
1292	submarine	___	___
1293	submerge	___	___
1294	suck	___	___
1295	sucker	___	___
1296	suffer	___	___
1297	sugar	___	___
1298	suit	___	___
1299	sulky	___	___
1300	summer	___	___
1301	sun	___	___
1302	super	___	___
1303	supervision	___	___
1304	sure	___	___
1305	surprise	___	___
1306	swallow	___	___
1307	sway	___	___
1308	sweater	___	___
1309	sweet	___	___
1310	sweep	___	___
1311	swim	___	___
1312	swing	___	___
1313	_____	___	___
1314	_____	___	___
1315	_____	___	___
1316	_____	___	___
1317	_____	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS-Understood and Used	CHECK Mo.	Yr.
T			
1318	table	___	___
1319	tack	___	___
1320	tag	___	___
1321	tail	___	___
1322	take	___	___
1323	talk	___	___
1324	tall	___	___
1325	tame	___	___
1326	tantrum	___	___
1327	tape	___	___
1328	taste	___	___
1329	tea	___	___
1330	teach	___	___
1331	teacher	___	___
1332	tear	___	___
1333	telephone	___	___
1334	television	___	___
1335	tell	___	___
1336	temperature	___	___
1337	ten	___	___
1338	tent	___	___
1339	test	___	___
1340	thanks	___	___
1341	thank you	___	___
1342	that	___	___
1343	then	___	___
1344	there	___	___
1345	thick	___	___
1346	thin	___	___
1347	thing	___	___
1348	think	___	___
1349	this	___	___
1350	thread	___	___
1351	three	___	___
1352	through	___	___
1353	throw	___	___
1354	thumb	___	___
1355	tick	___	___
1356	tickle	___	___
1357	tick-tock	___	___
1358	tie	___	___
1359	tiger	___	___
1360	tight	___	___
1361	till	___	___
1362	time	___	___
1363	timid	___	___
1364	tin	___	___
1365	tip	___	___
1366	tip-toe	___	___
1367	tire	___	___
1368	tired	___	___
1369	to	___	___
1370	toad	___	___
1371	today	___	___
1372	toe	___	___
1373	together	___	___
1374	tomato	___	___
1375	tomorrow	___	___
1376	tone	___	___
1377	tongue	___	___
1378	too	___	___
1379	took	___	___
1380	tooth	___	___
1381	top	___	___
1382	toss	___	___
1383	touch	___	___
1384	toward	___	___
1385	towel	___	___
1386	tower	___	___
1387	town	___	___
1388	toy	___	___
1389	trace	___	___
1390	train	___	___
1391	transfer	___	___
1392	trap	___	___
1393	travel	___	___
1394	tree	___	___
1395	triangle	___	___
1396	trick	___	___
1397	tricycle	___	___
1398	trike	___	___
1399	trim	___	___
1400	trip	___	___
1401	trot	___	___
1402	truck	___	___
1403	try	___	___
1404	tub	___	___
1405	tuck	___	___
1406	tug	___	___
1407	tumble	___	___
1408	tune	___	___
1409	turkey	___	___
1410	turn	___	___
1411	turtle	___	___
1412	tweezers	___	___
1413	twig	___	___
1414	twins	___	___
1415	twist	___	___
1416	twig	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS Understood and Used	CHECK Mo.	Yr.
1417	twins	___	___
1418	twist	___	___
1419	two	___	___
1420	type	___	___
1421	_____	___	___
1422	_____	___	___
1423	_____	___	___
1424	_____	___	___
1425	_____	___	___
U			
1426	ugly	___	___
1427	umbrella	___	___
1428	uncle	___	___
1429	under	___	___
1430	understood	___	___
1431	until	___	___
1432	up	___	___
1433	upon	___	___
1434	upper	___	___
1435	upward	___	___
1436	urge	___	___
1437	us	___	___
1438	use	___	___
V			
1444	vacation	___	___
1445	valentine	___	___
1446	valley	___	___
1447	value	___	___
1448	van	___	___
1449	vanilla	___	___
1450	vegetable	___	___
1451	very	___	___
1452	vest	___	___
1453	view	___	___
1454	village	___	___
1455	vine	___	___
1456	visit	___	___
1457	voice	___	___
1458	volcano	___	___
1459	_____	___	___
1460	_____	___	___
1461	_____	___	___
1462	_____	___	___
1463	_____	___	___
W			
1464	wade	___	___
1465	wagon	___	___
1466	waist	___	___
1467	wait	___	___
1468	wake	___	___
1469	walk	___	___
1470	wall	___	___
1471	walrus	___	___
1472	want	___	___
1473	war	___	___
1474	warm	___	___
1475	warn	___	___
1476	wash	___	___
1477	wasp	___	___
1478	waste	___	___
1479	water	___	___
1480	wave	___	___
1481	wax	___	___
1482	way	___	___
1483	weak	___	___
1484	wear	___	___
1485	web	___	___
1486	weed	___	___
1487	week	___	___
1488	weigh	___	___
1489	welcome	___	___
1490	well	___	___
1491	went	___	___
1492	wet	___	___
1493	whale	___	___
1494	what	___	___
1495	wheel	___	___
1496	when	___	___
1497	which	___	___
1498	whine	___	___
1499	whip	___	___
1500	whirl	___	___
1501	whisker	___	___
1502	whistle	___	___
1503	white	___	___
1504	whole	___	___
1505	why	___	___
1506	wide	___	___
1507	wiener	___	___
1508	wild	___	___
1509	will	___	___
1510	win	___	___
1511	wind	___	___
1512	wine	___	___
1513	windmill	___	___
1514	window	___	___
1515	wing	___	___
1516	wink	___	___
1517	wipe	___	___
1518	wish	___	___

Cumulative Vocabulary Check List (cont.)

No.	WORDS Understood and Used	CHECK Mo.	Yr.	No.	WORDS Understood and Used	CHECK Mo.	Yr.
1519	witch	___	___	1564	zoo	___	___
1520	woman	___	___	1565	_____	___	___
1521	won't	___	___	1566	_____	___	___
1522	wood	___	___	1567	_____	___	___
1523	woof	___	___	1568	_____	___	___
1524	wool	___	___	1569	_____	___	___
1525	word	___	___				
1526	work	___	___				
1527	world	___	___				
1528	would	___	___				
1529	write	___	___				
1530	wrong	___	___				
1531	_____	___	___				
1532	_____	___	___				
1533	_____	___	___				
1534	_____	___	___				
1535	_____	___	___				
1536	_____	___	___				
X							
1537	_____	___	___				
1538	_____	___	___				
1539	_____	___	___				
1540	_____	___	___				
1541	_____	___	___				
Y							
1542	yard	___	___				
1543	yarn	___	___				
1544	yawn	___	___				
1545	year	___	___				
1546	yell	___	___				
1547	yellow	___	___				
1548	yes	___	___				
1549	yet	___	___				
1550	young	___	___				
1551	you	___	___				
1552	your	___	___				
1553	yoyo	___	___				
1554	_____	___	___				
1555	_____	___	___				
1556	_____	___	___				
1557	_____	___	___				
1558	_____	___	___				
Z							
1559	zebra	___	___				
1560	zero	___	___				
1561	zig-zag	___	___				
1562	zip	___	___				
1563	zipper	___	___				

section VIII

APPENDICES

A. EVERYTHING ABOUT THE MOTHER
B. CREATING A LEARNING SITUATION
C. THE GIFT OF SPEECH
D. RECOMMENDED READING FOR PARENTS
E. GLOSSARY

A. EVERYTHING ABOUT THE MOTHER

The goal for parents should be the best overall development of their children, not just the development of intellectual skills. Cynthia Lang's emphases on early childhood education in the article "The Crucial Years for Learning: Findings of Harvard's Pre-School Project" tells parents to concentrate on enriching each child's daily experiences through specific tasks and games, giving him things to touch, to handle, to play with, to build, to paint and most of all talk to the children. There's the basic reason a child can think more exactly when he masters language.

Lang finds researchers are trying to pinpoint the factors that determine whether or not children will learn well. Some of them are already known - whether or not the parents are interested in how the child learns is one of the biggest. And language is strongly related to other conceptual kinds of learning. A child's anxiety about problems in his family also affects how he learns.

Researchers have observed that there is little difference in development among children during their first year of life, but during the early part of the second year, two important things happen, a child starts to walk and he starts to talk.

Suddenly, children bring out all kinds of different reactions from their parents. How a mother responds to him verbally at this time probably has crucial implications for the

way in which his patterns of speech develop. And so, probably, does her reaction to new ability to move about. To state the extremes of what her response may be, she can on the one hand put all things that are fragile out of his reach or baby-proof the house by keeping him penned up.

Arlene Van Breems agrees with Lang in her articles in the Los Angeles Times, "Speakers Tell How a Parent May Produce A Gifted Child." If a parent is determined to produce a gifted child there are at least two ways to achieve this goal. It is theorized that such a parent should teach his child to read at the age of two or earlier. Another theory suggests a certain style of mothering will produce a competent or gifted child.

If we look at the lives of the great leaders of western civilization we will find that they had intensive mental stimulation early in life. A child who learns to read between the ages of 2 and 4 experiences a change in his central nervous system and this change can be built upon with later learning experiences.

In a study by Harvard's Pre-School Project, researchers isolated five different types of mothers which they nicknamed super mother, almost mother, zoo mother, overwhelmed mother, and smothering mother.

First there is the <u>super mother</u>, the kind of mother who provides the children with an environment excellently suited to learning, offering him lots of experiences which teach him

various things about the world. She values achievement of knowledge and rewards it. She is not so wrapped up in her child's progress, however, that she can't enjoy him at the moment. She likes him as he is at every stage of development.

Then there is the almost mother. She is like the super mother, but with some differences: she has trouble meeting her child's needs and understanding what he wants when he reaches the toddler stage. She initiates "teaching experiences" with him somewhat less often than the super mother, either because she hasn't the time and interest or doesn't know how.

A third type is the overwhelmed mother. She is quite different from the first two. This kind of woman is likely to have many children and as a consequence her homelife is disorganized and she suffers from a general inability to meet successfully the demands on her time and energy. She tends to ignore her young child; she doesn't play games with him or try to teach him words. Sometimes she enjoys being with him, but her understanding of his needs is slight.

The fourth kind of mother was classified by the researchers as the zoo keeper. Unlike the overwhelmed mother, she is extremely organized. Her child is kept in his crib or playpen for scheduled parts of the day and even when he is turned loose, she spends almost no time spontaneously playing with him or teaching him in the natural way many mothers do. She is not mean or punishing, but she doesn't seem very much

interested in babies. She prefers the company of adults and seems to be marking time until her child grows up enough to be interesting to her.

The fifth type is the smothering mother. She is so anxious to respond to her child's needs that she rarely waits for clues from him. She involves him constantly in tutorial activities, usually planned rather than spontaneous. She begins their games together rather than joining the child at play. He rarely has time or opportunity to learn anything on his own, for it is she who sets the tone and the time of his activities.

The super mother anticipates her child's actions and doesn't seem to keep a record of the child's past sins. Also, the verbal communication between this type of mother and her child is a very intricate one. She is very careful to delineate between her inner state of mind and reality. For example, she will say, "Don't climb on the back of the chair because I think you will fall" rather than "Don't climb on the back of the chair because you will fall."

A super mother will elaborate a great deal more than other mothers when communicating with her child. Instead of telling a child to shut up she will tell him why he can't make so much noise.

All five types of mothers were raising happy children, so they were all adequate mothers - but the super mothers were raising competent children. Mothers are the most

important influence on their children, the single most important environmental factor. Mothers of poorly developed children are often restrictive and unsure of their role as mothers, whereas confident, competent mothers who accept their role and enjoy and approve of their children seem to produce well developed children. The quantity of the interaction with the mother does not seem as significant as the quality.

Young children tend to touch base with their mothers every 10 minutes or so and the way a mother handles this base-touching determines what kind of mother she is. Super mothers as a group seem to feel that life is filled with thousands of experiences - they want to expose their children to as many experiences as possible and are not at all concerned with what 'grade' the child got.

These mothers set very few limits for their children, but these limits were strictly enforced. Their houses were child-proof so they didn't waste time with telling their children not to touch ash trays and such.

Every home is an educational institution of sorts, and every mother is the best kind of teacher. The mother is the principal source of information and interpretation to the school child.

Early infancy is a time of extremely rapid intellectual and physical growth; it is a period when primary emotional relationships are established; and it is the time when most mothers from all cultural backgrounds hold the highest expectations for their children. It is believed that it is

possible to capitalize on the mother's hope, faith, and interest during that first year by teaching her ways to "play" with her baby that will recognize and stimulate his intellectual growth. The idea is to help the mother become aware of the baby's development so that she can understand it, appreciate it, and not demand too much or too little.

The following are suggestions of how you as a mother can be successful. As a result you and your child will benefit greatly. Your cooperation and interest is very much appreciated.

1. Participate in all learning sessions. Your child will build confidence in himself if he sees you interested in what he does.
2. Encourage your child to have a positive attitude.
3. Always praise and encourage your child's performance during and after his learning sessions.
4. Feel free to give information about your child and his activities.
5. Help your child's progress by providing educational experiences (i.e., trips to stores, parks, etc.).
6. Try to keep noise level down and interferences at a minimum so as not to disrupt or distract learning sessions.
7. Practice activities with your child after each learning session.
8. Feel free to give any suggestions or ideas you may have concerning your child (i.e., activities, development, tutor's actions).

B. CREATING A LEARNING SITUATION

There are many mysteries in the world, but one of the most heartwarming is the way a baby learns to walk. Each time a baby takes his first independent steps, the sight is a joy to both parents and baby. What makes the whole process so delightful is that baby learned his new feat entirely on his own. There is no way the mother can describe to him what to do. Later she might be able to help him learn to ride a bike by describing how to turn the handlebars back when the bike starts to fall one way, and so on, but not so with walking. All any adult can do is praise the baby, hold his arms for his hundreds of trial runs, and have patience enough for both of them.

Patience is a key word as baby grows up, for it reflects a parental attitude. Walking is only one of the many things a baby learns on his own. He also learns how to feel and he establishes his personality. His parents don't sit down and have "personality lessons" with him, but he picks up and learns their ways. If the family is helpful, calm, and patient during the many rehearsals for walking, the baby will have fun and will learn easily and fairly soon. He learns so well in fact, that by 18 months some parents are wondering why they helped so much.

Another miracle baby accomplishes himself is learning to talk. He starts out by gurgling and babbling. A baby can and does make every sound there is in every language, but gradually

eliminates the ones he doesn't hear used. This is how we learn the language our parents speak. As in walking, Mom and others can only provide a model, encouragement, and patience. Actually this is a big order, for the amounts of each can make the critical difference between later success or failure in school and in life. A parent who talks with (not just to) his child, who answers his questions, who poses questions, who gives all the verbal stimulation he can, will be coming as close as he can to "teaching" his baby to talk. Ghetto children often lack this stimulation and as a consequence have language problems which affect their learning. Unfortunately, the problems ghetto children have are being seen more and more in middle class families. This is because children spend more and more time in front of the T.V. Television gives only a second-hand view of life. A child needs to feel, do, and see things first hand. The child can't practice his speech with the television. He can't communicate with it. All he can do is sit and be talked to hour after hour. Mothers are the first and best teacher a child will ever have. A television can never replace a mother, and if she thinks it can she is cheating herself and her child.

When a baby learns to walk his parents have little to do. When he learns to talk they have quite a bit more to do. When he learns to solve problems and think creatively, parents and teachers play a large part. Attitude again plays an important role in how a child will develop his problem solving abilities. If he goes about it in a negative way, a fussy

way, or a sloppy way, we cannot blame the child. The child gets his example from his mother or teacher, especially when he is very young. As patterns and attitudes are set, they become harder and harder to change. Never was there a more useless statement as, "Do as I say, not as I do." Children do as you do, act as you act, and feel as you feel.

As far as parent's or teacher's role in teaching goes, she will try to set a good example, and second, she will give the child the opportunity to explore and reach his own potential. Whether she believes each baby is born with set capabilities, or that all babies are born with more or less equal potential is irrelevant. In either case she will try to provide the training and environment that will bring out the best in each child. The task of an adult who loves the child is to encourage, to provide opportunities for learning, to permit him to learn by himself. She does not impose learning on the child, but stimulates him to learn for himself. She sets up an environment that has equipment and materials which allow for testing, trial and error, observation, exploration, and discovery. Children have to have freedom to try alternatives in finding solutions. Knowledge that comes through discovery on one's own is firmly fixed. Facts given by someone else to learn by rote are only superficial. The goal of education should not be insisting on right answers, but in teaching a child how to frame the right question. It is not teaching rules, but encouraging the child's ability to develop workable rules from every experience. The child needs to know less

facts and more learning how to learn and how to transfer lessons of familiar experience to unfamiliar ones. A good teacher knows just how much help to give when a problem is encountered. She gives just enough praise and plenty of flexibility. A poor teacher commands, gives all the directions, and doesn't take individual differences and feelings into consideration.

"This all sounds wonderful in theory," you will say, but the question arises, "Where and how can I find a teacher and preschool or class like this? What are the signs of a good preschool (or home, even)?" Here are a few ideas for starters:

a) There should be many activities going on at once with children following their interest from one to another. The environment is adaptable to surprise, spontaneous change, and stimulating rearrangement.

b) A warm buzz of voices and laughter fill the room. It is neither quiet nor noisy.

c) There are real things around for the children to play with -- real sinks and water, real animals, real clothes for dress-up, real books.

d) There are no more than 7 children per aide or teacher. The aide provides warmth, acceptance, and direction in doses to fit each child's needs. The aide should blend into the activity, never imposing or domineering, but taking her cues from the children.

e) There is large equipment for climbing, jumping, and running.

f) Activities are designed for everyone. There is no labeling. There are no special toys for "smart" or "slow" children. Boys and girls share the same equipment indiscriminately.

Be sure to see for yourself how the school is run. Don't accept a speech on the school's philosophy. See for yourself

what action there is. Finally, as a parent don't fool yourself with your own ideas. Do you say one thing and do another? Step back and look at your own "school." We should all stop once in a while and make sure we're "doing as we say."

C. THE GIFT OF SPEECH

The ability to speak sets man apart from all other animals. Scientists are trying to prove that dolphins and chimpanzees "speak." This is an exciting proposal, but not nearly as exciting as a baby's process of learning to talk. The baby's first word is cause for much celebration and telephone calls to grandma and grandpa. Of course, when it's time to drop his new "pearl" of achievement into the phone receiver, he never does, proving that baby will talk when he wants to or needs to.

Speech is a complex form of communication, but it is not the only form of communication. A baby communicates his first day of life with his cries. He tells us he is hungry, uncomfortable, bored, tired, lonesome, or angry. As time passes each mother learns to interpret her baby's cry. She no longer has to try the process of elimination to find out what the baby wants. She knows exactly from his cry. The opposite of a baby's crying is his cooing. Every young baby cries when he awakens because it is a frightening experience which requires reassurance that mama is nearby. As the baby gets older, he no longer cries upon awakening, because he has learned that there is nothing to be afraid of. Mom knows he is awake when she hears him cooing to himself. The baby has already learned to use his voice to communicate his feelings. He coos when he is happy. He gets a sense of achievement and pleasure out of hearing himself. Parents notice that he "invents" new

sounds and plays with them as he would play with a new toy.

Gradually the cooing becomes babbling. Around five months a baby begins to repeat the series of vowels and consonants he has mastered thus far. He falls upon combinations and makes syllables such as dada or mama. This "pretend" language continues in this or a more advanced form after the baby has begun to say and use real words. Babbling is an important stage of learning, and should be encouraged for several reasons. First, it provides necessary exercise and control of the entire speech apparatus. Studies show that children who have sloppy speech and poor articulation have weak facial muscles. Second, babbling provides important social interaction between the baby and another person. He finds "communication" brings rewarding interaction, especially when the other person responds after the baby as though he had really said something. The more you respond, the more your baby will babble. He might not understand what you say, but the more you interact now, the sooner he will understand and respond back. A helpful parent will also repeat sounds the baby makes. In this way he learns to enjoy imitating and he will be more willing later on to comply when you urge, "Say _____."

Early sounds are random. They gain meaning when associated over and over with the same results. If a baby happens to utter "ma" when his mother is near, she will rush over to him in delight that he now recognizes her. It was just coincidence, of course, but if it happens often enough the baby will conclude that "ma" gets attention or help. He now has his first

word. The same process is repeated for each new word he learns. From his random babbling of many sounds (far more than any one language uses) he narrows his sounds down to ones that get results or ones he hears others using. This selectivity starts around seven months. He pays more attention to the sounds others make and tries to imitate them. With practice his sounds get closer to what he hears. At this stage praise is very important. It will encourage accuracy and speech in general. It is also important that the model you provide be slow, clear and frequent. For you to use baby talk is not a good idea, since the baby repeats what he hears. You will only be encouraging poor speech patterns which are hard to break later on and which even require special therapy.

Usually somewhere between the ages of eight and fifteen months a child will have said his first "real" word. The exact age this happens is not necessarily an indication of intelligence, but rather the amount of "practice" he has been getting from adults. The more time and attention an adult gives the child, the sooner his chances are for talking. Where intelligence doesn't necessarily affect how soon a child speaks, how soon and how much a child speaks may influence his intelligence. This is why speaking to a child and allowing him to practice his speech is so vital. Speech is the foundation of all thought and concept development.

From the first word on, the stages which speech passes through are very predictable. Until about two years of age the one word stage is predominant. The words are usually nouns

which relate to the child's needs or interests. A baby who has swimming lessons might say the word "kick" where a baby who has visited a farm might say "tractor." Until a baby learns to distinguish finer detail and classification, one word might be a catch-all. "Mama" is usually used for all women, or "cookie" for all treats. Gradually he begins to add other classes of words such as "go," "bye-bye," "no," "pretty," and "hot." By this time he is as aware of tone and pitch as he is of words. He understands what you say by the inflexation of your voice as much, if not more, as by the words. When you say "that's a good boy", you have a certain rythm and tone. You could say "that's a bad boy" in the same tone as your compliment and he probably would react as he does to praise. The toddler gets along surprisingly well by combining his words and tone. One word such as "no" or "hot" can be an exclamation, a question, a statement, or a warning command.

An interesting side note is that children perceive words in the context they are used. If they always hear "come here" used as a phrase, in their minds it is one word. The same goes for other words commonly used together such as "thank you" or even "Sesame Street." Parents can easily understand this if they will think back to a high school language class. How long did you go thinking "por favor" or "s'il vous plait" were one word until you saw the phrases written?

Vocabulary increases at a rapid pace. From 18 to 24 months a child can gain 200 words, and the number keeps increasing. By 30 months of age, it is hoped most children

would know at least 400 words. Thirty months is an interesting and often amusing stage. Now children begin to incorporate certain concepts of grammar in their speech. They pick this all up by observation and using rules on their own. Unfortunately English is a language of exceptions, so the outcome is sometimes right in logic but wrong in practice. Take for example the child who hears "somebody," "nobody," and "everybody." He feels perfectly justified in using the word "lotsabody." Children are often concerned about sources and origins. Robert asks his dad, "Where do they make socks?" His father replies, "In a sock factory." They go through the same process for cars, beds, etc. A couple of days later Robert asks his father what a "satis" is. Dad can't figure it out, until Robert says, "You know, like they make in a satis-factory." Past tenses and plurals pose problems, too. That's how we hear things like rats and mouses or painted, drawed and writed. Everyone can think of some similar anecdote from his child's or his own past.

In his own way each child passes from cooing to one-word sentences. Then come the economical two and three word sentences such as "go bye-bye" and "see doggie." Gradually more prepositions, articles, pronouns, and verbs are used until finally we see whole and correct sentences emerging.

How fast complete sentences develop and how extensive the vocabulary is depends largely on the speech around the child. Your style of conversation is the most practical and important way you can help your child's development of speech. Your conversation should be interesting, relaxed, and varied.

Encourage the child to ask about new words he hears. When he does, give him an explanation on his level and then try to repeat the word in different sentences. When it is familiar, encourage your child to use it. The way you help correct your child's speech is also very important. It does absolutely no good to reprimand the child for less than perfect speech. In fact, it will only discourage him and make him look upon speech as an unpleasant experience. If your model is correct and repeated often, his speech will become clearer with practice. When pronouncing words, a small child usually thinks he is repeating exactly what you said. If you say "doggie" and he repeats "dawa" to him they sound just the same. To insist on his saying "doggie" exactly as you do will only frustrate him. The best thing to do is simply to repeat in a casual way. The same method can be used for incomplete or incorrect sentences:

Example: Mother, "See the doggie?"
Baby, "Dawa."

Mother, "Yes, you see the doggie. This doggie is big and black. Your doggie is brown."

or

Child, "My feets are cold."
Mother, "I see your feet are wet. Your feet have been in puddles and now your feet are cold. Dry off your feet and get some clean socks."

Space should be reserved for stressing the importance of reading, songs, and rhymes in a pre-schooler's language development. All three activities have a double purpose. There

is the entertainment and learning value and then the language value. This type of activity can be started as early as four months with "This little piggy" and other rhymes. By one year children enjoy sitting with an adult looking at pictures together and talking about them. These activities help immeasurably in language development. A 1969 U.S. Department of Health, Education and Welfare survey disclosed that 79% of first grade "high achievers" had one thing in common, regardless of social or economic background -- all had been read to massively during the pre-school years.

Although the process of learning speech must be ultimately done by the child, the parents can play a crucial role. That role continues long into the adolescent years, as the parents continue to be resources for new words and explanations, and as always are there to provide a willing and attentive ear.

D. RECOMMENDED READING FOR PARENTS

Arnold, Arnold, Teaching Your Child to Learn. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971. $6.95

Beck, Joan, How to Raise a Brighter Child. New York, New York: Trident Press, 1967. $5.95

Becker, Wesley C., Parents are Teachers. Champlain, Illinois: Research Press Company, 1971. $4.95

Dodson, Dr. Fitzhugh, How to Parent. New York, New York: Signet, 1971. $1.25

Dobson, Dr. James, Dare to Discipline. Wheaton, Illinois: Tyndale House Publishers, 1972. $1.95

Gattegno, Caleb, What We Owe Children. New York: E.P. Dutton & Company, 1972. $4.95

Ginott, Dr. Haim G., Between Parent and Child. New York: Avon Books, 1971. $1.25

Gordon, Ira J., Baby Learning Through Baby Play. New York: St. Martins Press, 1970. $5.95

Gordon, Ira J. and Lally, Ronald J., Infants and Toddlers. The Institute for the Development of Human Resources, College of Education, University of Florida, Gainsville, Florida, 1969. $3.50

Gordon, Dr. Thomas, Parent Effectiveness Training. New York: Peter H. Wyden, Inc. 1970. $6.95

Painter, Dr. Genevieve, Teach Your Baby. New York: Simon and Shuster, 1971. $6.95

Salk, Dr. Lee, What Every Child Would Like His Parents to Know. New York: David McKay, 1972. $6.95

Sharp, Evelyn, Thinking is Child's Play. New York: E.P. Dutton & Company, Inc., 1969. $4.95

Wiles, Kimbal, Editor, Helping Young Children Learn. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966. $3.95

E. GLOSSARY

Audio-visual. Seen and heard at the same time. Television and movies are audio-visual. Enjoying looking at a painting is not. A painting is just visual. A record is just audio.

Category. A general class or group of things which logically go together. Bicycle riding can go into a category of "sport" or "exercise" for example.

Concept. An idea or a thought. The way someone sees and understands something. Your idea or "concept" of fun might be different from mine.

Consecutive. Following one right after the other. Monday, Tuesday and Wednesday are "consecutive" days. Five and seven are not "consecutive" numbers, but five and six are.

Coordination. Moving or putting together smoothly. Coordination of muscles takes control and practice.

Development. The process of growth or bringing to a certain result. Gradual changes in the state of something.

Environment. The surroundings or conditions which influence or have effect on a person. Environment is both physical and mental. Attitudes and feelings of others are part of our environment.

Evaluate. To see what the condition of something or someone is. Your boss can "evaluate" your work to see if you deserve a raise, or you can "evaluate" a car before you buy it to see if it's worth the money.

Gross movement. Gross means big or bulky or broad. Gross movement is large movements such as jumping or swinging your arms. This is the opposite of delicate or fine movement such as in drawing or embroidering.

Inventory. A list or catalog of any certain item. Stores take "inventory"of their stock to see how much they have sold. You can take an inventory of yourself to see if you are accomplishing your goals. To make an inventory or list.

Potential. The possible which can become true. Ability if

carried out. A person has the "potential" to learn another language. He does not have the "potential" of running 70 miles an hour.

Preschool. Any school or schooling before age five when a child generally enters school. It means before school. This can be any age under five.

Prescriptive. Designed to give helpful or corrective advice or help. A doctor gives prescriptive medicine or activities to make you well.

Profile. A graph or sketch describing something or someone. When you apply for a job you give a "profile" of yourself to give the boss a quick idea of what you can do. To make a sketch or outline of something or someone.

Retarded. Slow or behind the accepted "normal." Held up. A letter can be "retarded" in the mail over Christmas because of the overload.

Sequence. A set order of one thing coming after another. A connected series. A set of items which follow each other. When building a house a certain sequence is followed.

Strategy. The plan for directing or managing something. A plan for carrying out something. You need a strategy to save money or learn to play tennis.

Survey. To take a general look or view or inspection of something. You survey a house before you buy it. The general view of something or someone after you look it over.

WHAT EVERY CHILD NEEDS FOR HIS FUTURE

1. Each child should leave his early education experience with a strong desire to continue learning. This is an intellectual age in which the desire to learn and the joy of learning are vital concepts for effective and happy people.

2. Every child should emerge from his early education experience with the feeling of self-esteem so important to effective living and to happiness.

3. Every child should have learned to love and to receive love. This should not become obsolete.

4. The preservation of individual creativity should be a key goal for all children. Much creativity is smashed in the first five years of life. A great deal is also crushed by repressive grade-oriented, highly competitive school programs.

5. Every effort should be made to help children acquire the basic learning and communication skills. Added to the traditional three R's should be effective listening and viewing, since we do live in an increasingly audio-visual world.

6. Finally, each child should have learned to be reasonably secure in a world which he knew he could never control, never really completely understand, and never predict the future of with confidence.

Revised from the Task Force on
Early Education, 1972.